Navigating the Challenges and Opportunities Presented by Dual Enrollment and Early College Programs

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Leading our Professions
COMPETENCY: ORGANIZING

• Competency Levels 1 and 2
  – Level 1: Foundational
  – Level 2: Mobilizing & Power Building

• Themes Covered in this Session
  – Understanding the basics of dual enrollment and dual credit programs.
  – Identify concerns and opportunities for faculty, staff and students within dual enrollment/credit programs.
Meet Your Presenters - Alec

• Associate Professor Political Science
  – Full-time faculty (16 years)
• Current President of local (8 years)
• Negotiating Team Member (3 contracts)
• Current President of Michigan Association of Higher Education – MAHE (4 years)
• Current Member-at-Large of National Council of Higher Education (NCHE)
Meet Your Presenters - DeWayne

• Counselor Long Beach City College (20 years)
  – 13 years California State University System
• Former President of local (4 years)
• Former local officer posts
  – Treasurer and Campus Representative
• Current President of National Council of Higher Education (NCHE)
Quick Survey

• Higher Education Members?
• Classification:
  – Faculty?
    • Full-time? Part-time? Counselors? Librarians?
  – Staff?
    • ESP?
  – Administrator?
  – Retired?
• Local union leader?
• Experience with dual enrollment/credit?
Definitions

• Dual Enrollment
  – High school students taking college classes

• Dual Credit (Concurrent Enrollment)
  – Students receiving high school and college credit for the same class

• Articulated credit
  – Students who complete programs can apply for college credits
Key Questions

• Motivations for Higher Education?
• Curriculum Control?
• Who Participates?
• Who Teaches?
• Training for faculty?
Motivations for Higher Ed?

- Motivations of colleges and universities are not really related to student success.
  - Recruitment
    - Adding students is good for business.
    - Where is tuition money coming from?
  - Prestige
    - It highlights partnerships with the community and offers an opportunity to promote an institution's different levels of programming.
  - Easily created
    - Using existing structures and classes means very little new change/investment.
Curriculum Control

• Quality control
  – College level classes
• Who develops the classes?
• Same syllabus?
• Same assessments?
• Same content?
Who Participates?

• Why are students enrolled?
  – Programming not available at high school?
  – Earn college credits?
  – Experience college?

• Which high school students are allowed to participate?
  – Admission standards
    • Community College has open enrollment
    • Universities can be more selective
  – Age
    • Do the institutions have a minimum age/grade level set for participation?
  – Parental involvement
  – Developmental/non-credit classes eligible?
Who Teaches?

• Minimum Competencies
  – Instructor qualifications set by college/university
  – Higher Learning Commission (HLC) faculty credentials

• Seniority/preference points for staffing?

• Who is the employer?
  – College?
  – High School?

• Unit composition questions?
  – Avoiding subcontracting out work.
Training for faculty?

• Interacting with minors brings with it a different set of responsibilities.
  – Mandatory reporting requirements
    • Who does your campus/state classify as mandatory reporters?
  – Family Educational Rights and Privacy Act (FERPA) guidelines
    • Students in higher education settings have FERPA rights.
      – Different than high school
    • Waivers can be signed.
  – Age appropriate course content
    • Academic Freedom

• Are students identified to instructor?
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:

  – Understand the structure and key issues surrounding dual enrollment and dual credit programs.
  – Identify opportunities and challenges for faculty, staff, and students within the dual credit/enrollment environment.
  – Propose guidelines and policies that ensure academic quality and benefit student learning.
Closing Forum

• Questions?

• Comments?
Please complete the evaluation for this breakout session!