



# Faculty Advisory Council Illinois Board of Higher Education

I

Endorsed Unanimously November 20, 2020

## Faculty Concerns about the Proliferation of Dual Credit Courses

IBHE Faculty Advisory Council

### Executive Summary

Dual credit courses are courses offered for students while they are in high school (HS) that count for both HS and college credit. The legislatively-driven impetus behind dual credit courses was not to enhance the quality of higher education, but to provide cost savings for students, opportunities for HS juniors or seniors to have more challenging courses, and ways to increase credit hours for community colleges or universities. Dual credit courses also decrease the number of courses a student must complete after HS to earn a college degree.<sup>1</sup> But many concerns have arisen about dual credit courses, summarized here:

1. **Instructor qualifications, evaluation, academic freedom, and curricular integrity.** Under current Illinois law,<sup>2</sup> qualifications for instructors of dual credit courses are less than those for instructors anywhere else in higher education (HE). Dual credit courses may be taught by HS teachers who do not meet the minimum qualifications required to teach a college-level course (e.g., HS teachers need only to be working *toward* a Master's degree in a relevant field). Although HS teachers who offer dual credit courses function as adjunct community college (CC) or university instructors, HS administration and faculty have sometimes resisted **evaluation** by a community college or university. Moreover, some community college faculty who teach in a HS setting have been removed by the HS for teaching controversial social issues or scientific findings that parents find objectionable. **Accreditation** of a college or university can be jeopardized when courses are taught by unqualified faculty members. Some HSs have 'shopped around' for a HE institution that accepts their HS teachers' credentials, has minimal evaluation, and is willing to modify its curriculum.
2. **Effects on students:** Educational quality is often very different for students who take dual credit classes in a HS setting instead of college courses taught at institutions of HE. Students taking dual credit courses may be unprepared to successfully complete the next-level courses. Moreover, students taught in HS settings may: attend the same classroom as students not enrolled in a dual-credit course; lack diversity of classmates found in a college;

---

<sup>1</sup> 1110 ILCS 27/Dual Credit Quality Act <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3117&ChapterID=18>

<sup>2</sup> Ibid.

be in ill-equipped classrooms or without equipment that meets technology standards. Less mature or less prepared HS students are also less likely to succeed in either the dual credit class or when they reach college. Students report feeling pressured to start a major right away rather than use General Education courses (whose requirements they have met) to explore their options. College-level advising is often unavailable to HS students.

3. ***Effects on higher education faculty and impacts on scholarly fields:*** An unintended consequence of dual credit courses taught by HS teachers is the reduction in demand for General Education courses in HE institutions.<sup>3</sup> Because state funding is linked to enrollment, this can trigger an erosion of faculty positions in fields in the liberal arts and sciences, and an associated decrease in scholarship and research in those fields. This is amplified when HSs attempt to offer *upper-level* college courses. Moreover, the drive to offer dual credit courses has decreased on-campus enrollment in some courses which, in turn, limits the number of sections available to on-campus college students.
4. ***Recommendations:*** Amend Illinois’s Dual Credit Quality Act (110 ILCS 27/) to ensure the same minimal credentials for HS and HE instructors for the same credit courses; establish or encourage limits on how many dual credit courses are taken or transferred; reduce the ability of HS’s to “shop around” for a college or university with lower standards; and create and enforce accountability mechanisms for violations of the Act. In addition, better fund HE institutions so that they are more affordable for students (reducing the incentive to begin college in high school).

*A reminder that there is a distinction between **dual enrollment** (when students concurrently enroll in a college-offered course while in HS, but it does not count towards HS credit) and **dual credit** (which counts towards both HS and college credit, regardless of where the course is taken).*

Preface

Education, at its most basic, is about the human capital that is created within students and that they carry with them into the workplace and society. That human capital has been cultivated by students working with faculty members who possess deep training in the disciplines and fields they teach.

---

<sup>3</sup> There may also be reduced demand for faculty positions in programs and in CTE (Career & Technical Education) courses. But Section 16 of the DCQA only requires Illinois community colleges and public universities to accept Gen Ed courses through the Illinois Articulation Initiative (IAI); no such requirement for transferability exists for courses taught by high school teachers.

Legislation allowing dual credit courses has lowered standards to make college coursework more affordable instead of dedicating the funds necessary to ensure a quality education. The impetus behind dual credit courses has been a push for *cost-control* by reducing the cost and length of time it takes a student to finish a degree after high school graduation, when what we need is a drive to enhance the *quality* of education and the human capital it generates. Dual credit courses were not envisioned as best practices. Dual credit expansion has been a practical response to fears about student debt as states have disinvested in institutions of higher education. While state policy guidelines have aimed for “quality control” in the offering of dual credit courses, initial efforts have been overridden by more recent legislation as well as structural and situational limitations on their effectiveness.

Although dual credit courses are now widely available and part of the educational landscape, we would like to draw attention to concerns that faculty in Illinois have raised about their rigor and their potentially negative effects on student learning and success. We also hope that the sense of common good of the state includes the continued presence of faculty members engaged in scholarship in disciplines or fields traditionally supported by General Education courses. We invite educators and state policymakers to work with us to address these concerns, and perhaps to limit the number of dual credit courses that students may transfer into a 2- or 4-year degree program under most circumstances.

#### Faculty Concerns about Dual Credit Courses

- A. Concerns about dual credit courses taught in a high school setting or by high school teachers<sup>4</sup>
  - 1. Illinois law currently allows high school teachers who are *working toward* a Master’s degree in the subject area to teach dual credit courses.<sup>5</sup> This means that students can take college-credit courses with **faculty members who don’t meet the minimum requirements for teaching at a community college or a four-year college or university.**

---

<sup>4</sup> Many of the concerns about high school teachers as dual credit instructors are echoed in J.M. Anderson’s “The Problem with Dual-Credit Programs,” *Minding the Campus*, August 29, 2013, [https://www.mindingthecampus.org/2013/08/29/the\\_problem\\_with\\_dual-credit\\_p/](https://www.mindingthecampus.org/2013/08/29/the_problem_with_dual-credit_p/)

<sup>5</sup> According to the ISBE-ICCB “Model Partnership Agreement Under the Dual Credit Quality Act” (2019), “Type A” dual credit courses are those taught at a high school by a high school teacher. See <https://www.isbe.net/Documents/DCQA-Model-Partnership-Agreement-Form.pdf>

- a. Community college professors report constantly struggling to maintain academic standards in the dual credit courses taught at high schools by high school faculty. The Dual Credit Quality Act (DCQA) has granted provisions for high school teachers not meeting the minimum competency to teach dual credit courses.<sup>6</sup> This results in some courses being taught by high school teachers who do not possess any graduate-level coursework associated with the topic of the course.
  
- b. Community college faculty have voiced concerns over the institution granting credit being able to evaluate the dual-credit instructor at the high-school, even though it is required by the Section 16.7.B of the DCQA: “Course content, course delivery, and course rigor shall be evaluated by the community college chief academic officer or his or her designee, in consultation with the school district’s superintendent or his or her designee. The evaluation shall be conducted in a manner that is consistent with the community college district’s review and evaluation policy and procedures for on-campus faculty, including visits to the secondary class.” But in practice, evaluation has not always occurred for the following reasons:
  - i. In some cases, trying to evaluate the high school faculty has been met with resistance.
  
  - ii. In other cases, there is no HE institution faculty member available to evaluate these teachers, as the dual credit high school classes are taught during the more popular teaching times.
  
  - iii. When evaluation cannot occur, even when community colleges *are* able to find high school faculty that meet the minimum competency, they have no control over their professional standards. This has resulted in high school students associating the college’s name with poor instruction and classroom experiences, even though it was a high school teacher who was in the classroom.
  
- c. Accreditation can be jeopardized when a college or university offers or accepts courses taught by unqualified faculty.<sup>7</sup>

---

<sup>6</sup> Illinois Dual Credit Quality Act: <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3117&ChapterID=18>

<sup>7</sup> See the Higher Learning Commission’s expectations for “Determining Qualified Faculty”: <https://www.hlcommission.org/Publications/determining-qualified-faculty.html> For the HLC’s guidelines on dual

2. The knowledge base and quality of the instructor is crucial to student development and to **effective transferability of courses**. Students with dual credit courses are sometimes **unprepared** to successfully complete the next-level courses in a major.
3. Dual credit (or dual enrollment) courses taught in high schools fail to provide the richer educational and social context of a college or university setting:
  - a. Students in high-school-situated dual credit courses **cannot engage with a diverse college population**. In many high schools, students are the same age, race varies only slightly, and they might fall within a certain socioeconomic class. Dual credit taught at the high school creates an environment that ensures the student's world remains very small.
  - b. In some schools, students taking dual-credit classes are **in the same classrooms as students not enrolled in a dual-credit class**. There should be a mechanism to distinguish the instruction and requirement differences for these different students. There are examples of the dual credit students having only one extra assignment than peers not taking the "same" course for dual credit—a likely violation of the DCQA.
4. When community college faculty are sent to the high schools to teach dual credit classes, **the high schools do not guarantee that there will be a classroom suitable for the instruction** that needs to take place or the equipment necessary to conduct the course.
  - a. Examples range from a lab science course in a classroom without college-level lab equipment to a history class being taught in a school auditorium without access to a projector or maps.
  - b. Community college faculty may need to bring their own computers, document cams, and other equipment that is standard in on-campus classrooms.
  - c. In some cases, high school staff openly express that college faculty are not welcome in their buildings and will not allow college faculty the use of classroom equipment.
5. When high school students take dual credit courses at the high school, **the high schools are not providing students with the equipment that meets the technology standards set by the college** or institution for a specific course or program. Most high schools provide

students with Chromebooks, which do not meet the standards for online courses that require Respondus Lockdown Browser or other kinds of online exam proctoring systems. Additionally, Chromebooks cannot run the full version of the Microsoft Office applications, which include features necessary for student success. For example, a dual credit student taking an Introduction to Computers course would not be able to install the applications on a Chromebook to meet the IAI requirements for that course. Moreover, when high school dual credit teachers refuse to learn a community college's learning management system, their students who transfer to that college don't know how to navigate it.

6. Gen Ed courses taught by high school teachers reduce the need for scholars and researchers teaching these courses at universities and community colleges. This has **unintended implications for the future of fields and disciplines in the liberal arts** that may have fewer majors, but have traditionally serviced many university students through liberal arts/Gen Ed distribution requirements. Because funding is linked to credit hours, this translates into pressure to reduce the size of departments, which in turn shrinks institutional spaces that support scholarship and research. The scholarship created by university and college faculty contributes to and advances the discipline and its teaching. Even flagship institutions across the country have experienced drops in student credit hour production of their faculty members because of the rise in transferred-in dual credit courses.
  7. If more dual credit courses get taught by high school teachers, **some community college courses, faculty, and even some campuses could disappear as demand for enrollment in on-campus classes drops. Some liberal arts program offerings that benefit students across many academic disciplines could be lost**—if the only *faculty-taught* higher ed courses in the liberal arts become those for majors and minors at 4-year institutions.
  8. **Some high schools are now insisting on their own teachers being able to teach upper-level courses as well.** This further threatens enrollment and faculty positions at 2- and 4-year institutions, as well as tapping into the concerns about the quality of higher education.
- B. Broader concerns about dual credit courses
1. Dual credit courses provide a narrower range of Gen Ed courses, **limiting student ability to explore possible majors and minors.** According to a University of Texas study of dual credit's effects,<sup>8</sup>

---

<sup>8</sup> For the full report, see <https://data.utsystem.edu/sites/default/files/upload/UTSystem-DualCreditStudy.pdf>

“Some students criticized dual credit for giving a false sense of confidence, reducing time for exploration due to requirements already being met through dual credit, and restricting opportunities because of a shorter time in college,” the report says. Related to those issues, many students reported feeling pressure to immediately enroll in courses to start a major -- rather than exploring different fields.”<sup>9</sup>

The more dual credit courses a student transfers, the more that student diminishes their exposure to a wider range of courses in the liberal arts and sciences, limiting their imagined possibilities for their educational direction.

2. Age-related development should influence best timing for educational topics.
  - a. Typical college-level scientific or social topics, when introduced in a high school-situated dual credit course, can spark student (and parent) discomfort and in some cases have resulted in the dismissal of a community college professor from teaching a course at the high school.
  - b. Examples include students and their parents successfully petitioning to remove a college professor for exposing students to scientific information related to Neanderthals, which did not support the beliefs held by the high school and community members. Additional examples include professors who have been dismissed by high schools for issues related to open discrimination based on race, sexual orientation, and gender. This places colleges in an unfair situation of having to choose between pursuing legal action in support of their faculty or having to accept the discrimination in order to maintain community relationships and perceptions.
  - c. College and HS faculty teaching dual credit courses in a high school setting may change the course content to match student maturity and reduce student (and parent) discomfort. This diminishes the students’ experience, which can affect their performance in future college courses. For instance, community college faculty members who teach dual credit courses have reported that
3. High school principals and counselors have decided to cancel a dual credit class when the community college instructor introduced topics the students (or their parents) disliked, which appears to violate the Dual Credit Quality Act.

---

<sup>9</sup> Scott Jaschik, “Dual Enrollment, Multiple Issues,” *Inside Higher Ed*, August 20, 2018, <https://www.insidehighered.com/admissions/article/2018/08/20/study-finds-mixed-impact-dual-enrollment>

- a. If the Dual Credit Quality Act is violated, how and to whom is the violation reported, and what action is that agency authorized to take?
  - b. Under the "Model Partnership Agreement" created by the ICCB, if a community college district does not approve of a course or an instructor, the high school district is allowed to go elsewhere without needing to address the community college's concerns, whatever they may have been. The ICCB (or IBHE) should require a high school to address the original community college's concerns before going to another institution.
4. Problems can arise with regard to competing community college districts. Some school districts that do not reach an agreement with a community college have been taking their students to another community college district.
5. Because college and university faculty must give up an on-campus course when they teach a dual credit class, **on-campus students may fail to get the priority they deserve** in order to satisfy dual credit demands.
  - a. Community college faculty who teach dual credit courses at high schools are being required to accommodate the high schools' schedules of holding these classes during prime morning hours. After factoring in the travel time between the high school and campus, a community college faculty member could have offered multiple on-campus sections during the time they are spending at the high school.
  - b. Community college advisors are concerned about on-campus students not having the options for courses that they normally would without faculty labor being redirected to dual credit classes.
6. Many (perhaps most) dual credit students never work with a **college-level advisor**. Working with a college-level advisor to select appropriate course work and connect with academic support services is crucial to ensuring students succeed in college.<sup>10</sup>

---

<sup>10</sup> The following is a recommendation in the *Four-Year Report on Progress in Meeting the Goals of the Student Transfer Achievement Reform Act (STAR Act)*, IBHE & ICCB, January 9, 2020: "**Fund an inter-agency program to enhance professional development for advisors at the secondary and post-secondary levels**. SJR 22 points to the importance of providing high school counselors with information on IAI and transfer in general. Outreach efforts to high school counselors are underway with the assistance of the Illinois Association of College Admission Counseling. However, given the centrality of academic advisement at all levels to transfer student success, a coordinated statewide effort should be undertaken by IBHE, ICCB and ISBE to ensure that advisors can tailor the

7. Stating student eligibility requirements for dual credit will better ensure student success.
  - a. At one time, dual credit students were high performing students such as honor students. At many schools, those standards have changed and enrollment is open to the general school population and based on parental consent and a nod from the counselor, regardless of the student’s academic performance, level of maturity, or desire to learn. Maturity and the desire to learn are almost of greater concern than academic achievement. These issues have led to unnecessary student outbursts in class (verbal and physical), and, more concerning, a restriction of the content instructors are allowed to cover and how they cover it.
  - b. Amendments to the Dual Credit Quality Act focused on credentials of those offering dual credit, but there are no rules regarding who is eligible to take dual credit. The Act simply states, “The academic criteria shall be evidence-based and shall include multiple appropriate measures to determine whether a student is prepared for any dual credit coursework in which the student enrolls” (DCQA 16.3). Some programs are open admission.
  - c. Poor implementation of dual credit may leave students unprepared.<sup>11</sup>
  - d. Beneficial would be structures of accountability for dual credit programs that are failing students’ needs rather than trying to make one rule fit everyone.
8. Because dual credit courses can increase the reported number of *college* students on a given campus, dual credit courses can become valued for their quantity rather than their quality by data-driven administrators who feel pushed to focus only on numbers of students.
9. Without a statewide limit on the number of dual credit course hours that can be transferred, individual institutions might feel if they limit acceptance of dual credit then

---

many resources available to them to best serve the various populations of students they serve. Counselors and advisors are also best positioned to inform students and their families that Illinois is a national leader in transfer student success as measured by degree completion. Counselors and advisors are critical to a strategy to minimize student out-migration to other states for higher education” (34). Find the report at [https://www.ibhe.org/pdf/STAR Act and SJR 22 Report.1.31.20.pdf](https://www.ibhe.org/pdf/STAR_Act_and_SJR_22_Report.1.31.20.pdf)

<sup>11</sup> Tracy Tensen, “Playing Both Sides: The Struggles of a Dual Enrollment Instructor,” *English Journal* 108, no. 2 (2018): 17–19. See preview at <https://www.questia.com/library/journal/1P4-2155618553/playing-both-sides-the-struggles-of-a-dual-enrollment>

they will not be competitive.

- a. The effect that dual credit is having on higher ed institutions is compounded by Illinois law requiring that public colleges and universities award college credit for AP Exam scores of three or higher (regardless of the subject matter).

**10. While equity is often construed by dual credit advocates as access to early college, another narrative of equity involves student access to Gen Ed course diversity and to the ability to work with faculty with terminal degrees in their fields.** Students with diverse backgrounds have the right to engage in research and scholarly endeavors with a faculty member. By eliminating degree programs with low-enrollment and subsequently losing faculty from those programs, the opportunities for students to engage in research with those faculty members are also eliminated.

#### Recommendations

1. Amend the Dual Credit Quality Act (110IL CS27/) to ensure that all faculty who teach dual credit courses have in-hand a master's or doctoral level of training in the relevant field. Credentials for teaching college-credit courses should be the same for high school instructors and community college instructors.
2. Set a statewide limit for the number of dual credit courses a student may transfer to a 2- or 4-year institution; OR encourage limits on how many dual credit courses are taken or transferred; OR limit the number of dual credit courses that can be taken in a HS setting.
3. Create or enforce accountability mechanisms for violations of the Dual Credit Quality Act.
4. Better fund public higher ed institutions so that they are affordable for students, which reduces the incentive to start college during high school for financial reasons. (This addresses the initial problem that sparked the creation of dual credit courses.)
5. Require the ICCB and IBHE to work with ISBE to develop a set of standards for students wishing to take (and continue in) dual credit course work, and require dual credit students to work with college-level academic advisors.
6. Encourage colleges to make on-campus courses available to dual credit students and encourage high schools to allow students to take dual credit courses on college

campuses. Increased enrollment in on-campus courses will increase course availability in both times and subjects offered for traditional and dual credit students.

## Appendix A: An Example of Dual Credit's Effects on Enrollment and the Loss of Faculty Positions

---

The Issues of cost and enrollment (information obtained Dual Credit Office at Black Hawk College): It is important to understand the difference in cost when a class is taught at the high school by a high school teacher, as opposed to that course being taught at the high school or at the college by college faculty. This data also highlights issues of enrollment for the college, and the decline in faculty positions at the community college as high school teachers begin to offer dual credit courses.

Fall 2020 Dual Credit Courses:\*

\*Note: The numbers below only represent the dual credit transfer courses from the Black Hawk College Quad Cities Campus. The numbers do not reflect the additional courses offered through the East Campus location or any CTE dual credit courses.

Sections taught by HS instructor at the high school:

ENG 101 – 25

ENG 190 – 6

HIST 105 – 1

HIST 106 – 1

HIST 125 – 2

MATH 112 – 2

MUSC 154 – 2

POLS 122 – 1

SPEC 101 – 2

(total of 42 sections currently being taught by HS instructors)

Sections taught by BHC faculty:

ENG 101 – 2

PSYC 101 – 3

SOC 102 – 1

SPEC 101 – 4

(total of 10 sections currently being taught by BHC faculty)

Cost:

- When the course is taught by a high school instructor, the cost to the student is \$25/credit hour (\$75 total for a 3 cr. hr. class)
- When the course is taught by a BHC faculty member, the cost to the student is \$149/credit hour (\$447 total for a 3 cr. hr. class)

As a way of addressing accessibility and equity among students, state funding may be needed as a way to maintain a low cost to students without the college experiencing huge losses in terms of revenue and resource costs.<sup>12</sup>

#### Course Enrollment and Effects on Teaching Load:

A full-time load for a BHC faculty member is 15 hours per semester (on average, 5 classes)

Many faculty will look at the number of dual credit courses taught by high school instructors and will consider the implications for department programs and for faculty positions. For example, the 27 ENG courses reported for fall 2020 equates to the load needed for five full-time college faculty members. The college has lost faculty members whose positions were eliminated due to low enrollment numbers. The college has had faculty who were not replaced when they retired due to low enrollment numbers. It begs the question: if the college faculty were teaching the courses that are being taught at the high schools by the high school instructors, how many of those positions would the college have been able to continue to support?

#### Appendix B: Faculty Involvement and Decision-Making as Best Practice in Dual Credit/Enrollment

---

Best Practices for Dual Credit: The following Best Practices were copied in full and are recommended by the American Association of University Professors (AAUP) and approved by the Association's Committee on Community College.

"Statement on Dual Enrollment." AAUP's *Academe* 105 (2019): 59–60.

<https://www.aaup.org/sites/default/files/DualEnrollment.pdf>

- "1. The higher education faculty, in accordance with AAUP-supported standards of academic governance, should be involved in the decision-making process when an institution decides to offer dual-enrollment instruction. Faculty members should meet regularly with state and national higher education officials to share their perspectives on the merits and demerits of dual-enrollment instruction.

---

<sup>12</sup> See the section on "Finance" in Jennifer Zinth, "Illinois Dual Credit Report: Current Policy Landscape & Policy Recommendations," *ILACEP* (2020): <https://www.ilacep.com/illinois-dual-credit-report>.

2. Higher education faculty members designing and teaching dual-enrollment courses should determine the course materials, without interference or influence from high school staff, higher education administrators, government officials, or parents.
3. Faculty from the higher education institutions should choose instructors for dual-enrollment courses using established criteria and standards and without interference or influence from high school staff or parents. Faculty members teaching dual-enrollment courses (whether at the higher education institution, at a high school, or through the internet) should undergo the same peer evaluation process as all other faculty members at the higher education institution. Dual-enrollment instructors should enjoy the same employment rights afforded other faculty members at the college or university.
4. Higher education faculty members should use shared governance structures to advise higher education administrators on dual-enrollment programs. Informed and reasoned debate about the efficacy of dual enrollment is in the best interest of students. The institution's faculty should recommend changes in or termination of these programs.
5. The higher education faculty should have a role in creating agreements between the institution offering dual-enrollment instruction and partnering high schools based on guidelines that shared governance bodies have established for such issues as textbooks and curriculum delivery, evaluation of student performance, and expected student conduct. The faculty should be involved in the annual review of the agreement or memorandum of understanding.
6. Faculty members at the institution of higher education allowing dual enrollment should inform high school administrators, students, and parents that regardless of extracurricular activities in which students may participate, dual-enrollment course standards are determined in accordance with the policies and practices of the higher education institution.
7. Higher education institutions should defer to their own faculty when structuring dual-enrollment offerings to ensure that the instruction is of college or university quality. The faculty at the higher education institution should determine the high school grade requirements necessary for admission into the dual-enrollment course. This is essential because appropriate social and cognitive development in students is necessary for them to succeed in college-level coursework.
8. Faculty should ensure that higher education institutions work with high schools to devise appropriate standards for accepting students into dual-enrollment courses while remaining sensitive to students' socioeconomic circumstances.”

Additional source:

Friedman, Anne. “State of the Profession: Maintaining Academic Standards in Dual-Enrollment Courses.” AAUP’s *Academe* (2019). <https://www.aaup.org/article/state-profession-maintaining-academic-standards-dual-enrollment-courses#.X0QU7shKg2x>

### **How Do We Know If Dual Credit is Working?**

We don't know. There are very few programs that are actually collecting data or even have a system for collecting data for dual credit programs. For many colleges, it is easier to find anecdotal evidence than qualitative data. This is not uncommon. Too many dual credit programs are driven simply by the belief that they work.

### **Identifying Issues and Potential Solutions to Consider for Our Recommendations:**

**Issue #1:** Are high school students prepared for college-level work?

Suggested Solutions:

1. Raise the academic standard to be more selective about who qualifies for dual credit courses.
  - “Twenty-five states require students to meet course prerequisites.
  - Seventeen [states] require written approval or letters of recommendation.
  - Six [states] require a minimum GPA.” (Helmer, 2017)
2. Require students to go through the standard admissions process for the college and evaluate them as you would any incoming freshman.
3. Ensure that students have access to the college's student success resources, which cannot generally be achieved if courses are taught at the high school. Student success may mean requiring any new dual credit student to enroll in a Student Success course designed to evaluate college readiness.

**Issue #2:** Will Dual Credit Courses Transfer?

The concern is that students may not be taking credits that relate to a specific major, and therefore will not transfer as anything other than an elective. In some cases, the courses will transfer, but they only transfer in relation to certain majors that the student may not want to be tied into. Many colleges and universities may also be concerned with the qualifications of those teaching the dual credit courses in determining whether to accept the credits.

Suggested Solution:

- High school students often are only being advised by their high school counselor. They need to be assigned to a college advisor at the institution offering the dual credit course.
- High school students need to be researching the colleges and universities that they are considering. They will want to keep their course syllabi from their dual credit courses for the transfer institution to review.

**Issue #3:** Is rigor maintained when the dual credit course is taught at the high school by high school instructors?

According to the National Alliance of Concurrent Enrollment Partnerships, the concern is that the high school faculty are not being evaluated by the college faculty to ensure that the syllabus reflects the proper course objectives as well as whether the high school teacher is maintaining rigor and quality in the classroom. An additional concern is the familiarity that exists between the high school teachers and their high school students. Issues may arise when the high school teacher is willing to make exceptions for the students, in much the same way they do in a typical high school class. Students may also insist on the same level of “hand-holding” that they are accustomed to receiving in their typical high school classes.

Suggested Solution:

1. Require college faculty to teach all dual-credit courses.
2. Design and conduct a regular student outcome analysis.  
It is vital for any dual credit program to start collecting data. If the high school is teaching the dual credit course, it is important for the college and the high school to come up with a consistent system for collecting data.
3. Hold regular meetings between faculty teaching the dual credit course.

Helmer, Jodi. “Is Early College Working? How higher ed can address three common concerns related to dual enrollment.” *University Business* 20, no. 10 (2017):35–38.

<https://universitybusiness.com/is-early-college-working/>

Smith, Ashley A. “Double-Edged Sword of Enrollment.” *Inside Higher Ed* (2017).

<https://www.insidehighered.com/news/2017/05/31/dual-enrollment-provides-boost-community-colleges-may-hide-extent-enrollment>

Taylor, Jason L., Victor H. M. Borden, and Eunkyong Park. “State Dual Credit Policy: A National Perspective.” *New Directions for Community Colleges* 169 (2015): 9–19.

<https://doi.org/10.1002/cc.20128>

Tobolowsky, Barbara F. and Taryn Ozuna Allen. “On the Fast Track: Understanding the Opportunities and Challenges of Dual Credit.” *ASHE Higher Education Report* 42, no. 3 (2016): 7–106. <https://doi.org/10.1002/aehe.20069>

## Appendix D: Dual Credit Courses Taught at the High School Cannot Replicate the College Experience

---

The research cited below reinforces the points within our document that speak to the lack of resources and appropriate learning environments that college faculty teaching at the high school experience. It speaks to the following issues:

- Faculty teaching dual credit courses having to deal with parents when the student doesn’t receive the grades the parent feels they have purchased;
- The expectation for grade inflation by students who may be expected to receive no less than a B in the dual credit course;

- Students who lack maturity and emotional readiness or exhibit behavioral issues that would never be accepted at a college level;
- High school teachers, counselors, and students feeling as though they can interrupt a dual credit course to participate in high school extracurriculars;
- Lack of access to classrooms and equipment that are needed to create an acceptable learning environment for a college-level course.

Tensen, Tracy. "Playing Both Sides: The Struggles of a Dual Enrollment Instructor." *English Journal* 108, no. 2 (2018): 17–19. <https://www.questia.com/library/journal/1P4-2155618553/playing-both-sides-the-struggles-of-a-dual-enrollment>

Zimmermann, Scott. "Double-Dipping for Course Credit." *Phi Delta Kappan* 93, no. 6 (2012): 38–41. <https://journals.sagepub.com/doi/abs/10.1177/003172171209300609>

## Appendix E: Additional Sources for Reference Information

---

The sources below reinforce the points within our document that speak to concerns related to the quality and qualifications of high school instructors teaching college courses, as well as maintaining rigor within dual credit courses.

- Mangan, Katherine. "As Dual Enrollments Swell, So Do Worries About Academic Rigor." *The Chronicle of Higher Education*. July 22, 2016. <https://www.chronicle.com/article/as-dual-enrollments-swell-so-do-worries-about-academic-rigor/>
- Jaschik Scott. "Dual Enrollment, Multiple Issues." *Inside Higher Ed*. August 20, 2018. <https://www.insidehighered.com/admissions/article/2018/08/20/study-finds-mixed-impact-dual-enrollment>

Reporter Valerie Strauss describes challenges regarding transferring credits from high school dual credit courses. Many universities will not accept the courses, especially if they were taught by the high school teacher where their competency comes into question.

- Strauss, Valerie. "Why some new higher education reforms may hurt students rather than help." *Washington Post Blogs*. August 4, 2020. Retrieved from <https://advance.lexis.com/api/document?collection=news&id=urn:contentItem:60HD-23S1-JB4M-V22B-00000-00&context=1516831>

Reporter Madeline St. Amour notes the financial burden to the colleges when high school students pay such a reduced rate for the dual credit courses. St. Amour weighs the pros (students who take dual credit courses are more likely to go on to college and be successful)

with the negatives (how do colleges sustain the loss in revenue and the load issues it creates with faculty schedules?).

- St. Amour, Madeline. "Flip Side of Dual Enrollment." *Inside Higher Ed*. October 10, 2019. <https://www.insidehighered.com/news/2019/10/10/dual-enrollment-helps-student-success-strains-college-resources>

The following sources speak to issues of equity, including the challenges of finding rigor in college courses taught by high school teachers. They do not address the question of equity from the angle of the loss of scholarship and research in fields where General Education courses are taken with high school teachers, diminishing or eliminating the number of faculty in a field teaching in a program at a community college or university. That may eliminate access for students to a range of disciplines not offered in high schools, and minimize their exposure to working with scholars and researchers in college courses.

- Field, Kelly. "The Rise of Dual Credit." *Education Next*. Last updated September 22, 2020. <https://www.educationnext.org/rise-dual-credit-more-students-take-college-classes-high-school-degree-attainment-rigor/>
- Mehl, Gelsey, Joshua Wyner, Elisabeth A. Barnett, John Fink and Davis Jenkins. "The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students." *Columbia University's Community College Research Center*. October 2020. <https://ccrc.tc.columbia.edu/publications/dual-enrollment-playbook-equitable-acceleration.html>
- Patrick, Kayla. "6 Ways to Make Dual Enrollment Programs Equitable." *The Education Trust*. May 23, 2019. <https://edtrust.org/the-equity-line/6-ways-to-make-dual-enrollment-programs-equitable/>