



Dual Enrollment

Ensuring Instructor Quality

Education Commission of the States

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Certifying Dual Enrollment Instructor Qualifications and Ensuring Quality: State Approaches

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- Thirty states have established instructor qualifications for dual enrollment courses led by high school instructors.
- Eight states (including Oregon) have two or more dual enrollment programs, with instructor qualifications set in state policy for one program, but instructor qualifications are either not applicable for another program (i.e., Expanded Options courses offered only at postsecondary campuses or online), or are not set in state policy.
- Eight states do not set dual enrollment instructor qualifications in state policy.
- Four states and the District of Columbia do not offer dual enrollment courses at high schools.

State	Dual Enrollment Instructor Qualifications and Quality Assurances
Alabama	<p>A high school teacher teaching a dual enrollment course through a community college must be designated an adjunct faculty member of the college and must meet the state board and other accrediting agencies' credentialing requirements. Faculty must be under the college's control and supervision, and the college must provide for faculty orientation, supervision and evaluation.</p> <p>For courses offered through four-year institutions, instructor and course quality provisions are determined at the institutional level.</p>
Alaska	Not set in state policy
Arizona	Each faculty member must meet requirements established by the governing board. The CEO of each community college district must establish an advisory committee of full-time faculty to assist in the selection, orientation, ongoing professional development and evaluation of faculty teaching college courses in conjunction with high schools. The advisory committee must meet at least twice each academic year.
Arkansas	<p>Instructors of endorsed concurrent enrollment courses must have at least a master's degree that includes a minimum of 18 graduate hours of coursework in the subject area of the course. The instructor's credentials must be approved by the academic unit or chief academic officer of the postsecondary institution offering the course. The instructor must also have the relevant credentials and experience necessary to teach from the syllabus approved by the postsecondary institution. For the purpose of teaching a concurrent course under this policy, an individual under contract with the school district as a teacher will not be considered an adjunct faculty member of the college/university.</p> <p>The institution must provide the course instructor with staff development, supervision, and evaluation. Institutions may collaborate to provide this staff development,</p>

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	<p>supervision, and evaluation. Institutions of higher education must demonstrate “ownership” of any course offered for concurrent credit for which students are reported for funding purposes. Ownership of courses means that the college/university must (1) provide the instructors with appropriate training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements after approval of the instructors to teach the college/university courses; and (2) ensure that instructors receive continuing collegial interaction with college faculty through professional development, required seminars, and site visits. These interactions must address topics such as course content, course delivery, student learning assessment, in-class evaluation, and professional development in the field of study.</p> <p>Any college or university that participates in a concurrent enrollment program must be accredited by the National Alliance of Concurrent Enrollment Partnerships or be authorized by the Arkansas Higher Education Coordinating Board no later than August 1, 2015. An institution offering concurrent enrollment only on the college/university campus has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation.</p> <p>Postsecondary faculty who travel to the high school or secondary center to teach concurrent courses (and/or faculty and staff who have direct contact with the high school student) must have a criminal background check and complete the child maltreatment training course as required of public school teachers.</p>
California	Not set in state policy
Colorado	<p>The postsecondary institution is responsible for course content, placement of the student in the course, and the quality of instruction.</p> <p>A postsecondary instructor may not be required to hold a teacher’s license.</p>
Connecticut	Not set in state policy
Delaware	A dual enrollment instructor must meet the requirements of a faculty member or adjunct faculty member at the institution.
District of Columbia	Courses are offered only at postsecondary institutions
Florida	<p>Yes. Each faculty member teaching a dual enrollment course must:</p> <ul style="list-style-type: none"> • Meet the qualifications required by the entity accrediting the postsecondary institution offering the course, including meeting the Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, section 3.7.1, for postsecondary instructors in the course and discipline. The qualifications apply to all faculty members regardless of the location of instruction. The postsecondary institution offering the course must require compliance with these qualifications. • Provide the institution offering the dual enrollment course a copy of his/her postsecondary transcript. • Provide a copy of the current syllabus for each course taught to the discipline chair or department chair of the postsecondary institution before the start of each term. The content of each syllabus must meet the same standards required for all college-level courses offered by that postsecondary institution. All full-time and adjunct faculty teaching dual enrollment courses must file a copy of their current course syllabus with the college's discipline chair or department chair prior to the start of each term.

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	<ul style="list-style-type: none"> • Adhere to the professional rules, guidelines, and expectations stated in the postsecondary institution's faculty or adjunct faculty handbook. Any exceptions must be included in the dual enrollment articulation agreement. • Adhere to the rules, guidelines, and expectations stated in the postsecondary institution's student handbook, including those related to add/drop and withdrawal policies, student code of conduct, grading policies, and critical dates. Any exceptions must be noted in the dual enrollment articulation agreement. <p>In addition, each president (or designee) of an institution offering a dual enrollment course must:</p> <ul style="list-style-type: none"> • Provide a copy of the institution's current faculty or adjunct faculty handbook to all faculty members teaching a dual enrollment course. • Provide to all faculty members teaching a dual enrollment course a copy of the institution's current student handbook, which may include, but is not limited to, information on registration policies, the student code of conduct, grading policies, and critical dates. • Designate an individual or individuals to observe all faculty members teaching a dual enrollment course, regardless of the location of instruction. • Use the same criteria to evaluate faculty members teaching a dual enrollment course as the criteria used to evaluate all other faculty members. • Provide course plans and objectives to all faculty members teaching a dual enrollment course. <p>The postsecondary institution must provide all adjunct faculty teaching dual enrollment courses with a full-time faculty contact or liaison in the same discipline.</p> <p>The comprehensive dual enrollment articulation agreement between a school district and a public postsecondary institution must identify exceptions, if any, to the professional rules, guidelines, and expectations stated in the faculty or adjunct faculty handbook for the postsecondary institution, and exceptions, if any, to the rules, guidelines, and expectations stated in the student handbook of the postsecondary institution that apply to faculty members.</p>
Georgia	<p>Dual Credit/Dual Enrollment: Yes. The department, the Board of Regents of the University System of Georgia, and the State Board of the Technical College System of Georgia must jointly establish policies to ensure dual credit courses reflect college-level work. Such policies must include requirements for faculty.</p> <p>Move on When Ready: Courses are offered only at postsecondary institutions or online</p>
Hawaii	Courses are offered only at postsecondary institutions
Idaho	<p>Dual credit instructors meet the academic requirements for faculty and instructors teaching in postsecondary, or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, etc.</p> <p>The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and</p>

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	<p>dual credit administrative requirements before certifying the instructors to teach the college/university's courses. Instructors teaching dual credit courses are part of a continuing collegial interaction through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study. High school faculty is evaluated by using the same classroom performance standards and processes used to evaluate college faculty.</p>
Illinois	<p>Dual credit instructors teaching credit-bearing college-level courses must meet the same academic credential requirements as faculty teaching on campus. Instructors for community college courses taught in high schools must be selected, employed and evaluated by the community college. They must be selected from full-time faculty and/or from adjunct faculty with appropriate credentials and demonstrated teaching competencies at the college level. Instructors in career and technical education courses must possess the credentials and demonstrated teaching competencies appropriate to the field of instruction.</p> <p>Institutions must provide high school instructors with an orientation in course curriculum, assessment methods, and administrative requirements before high school instructors are permitted to teach dual credit courses. Dual credit instructors must be given the opportunity to participate in all activities available to other adjunct faculty, including professional development, seminars, site visits, and internal communication, provided that such opportunities do not interfere with an instructor's regular teaching duties.</p>
Indiana	<p>The institution must set the criteria for a faculty member or other instructor teaching the course with the institution or school corporation, depending on whether the course is taught by postsecondary faculty or high school instructor.</p> <p>In addition, a state educational institution or campus thereof that offers concurrent college courses must be either accredited by the National Alliance of Concurrent Enrollment Partnerships, or approved by the commission for higher education's Indiana Dual Credit Review Process.</p>
Iowa	<p>All Senior Year Plus Programs: Course instructors must meet the standards and requirements that other full-time instructors in the academic department are required to meet and that are approved by the appropriate postsecondary administration. Community colleges must report instructor degree, certifications, and other qualifications to meet the minimum hiring standards.</p> <p>District-to-Community College Sharing or Concurrent Enrollment: The course instructor must be employed or contracted by a community college.</p> <p>Postsecondary Enrollment Options: Courses are offered only at postsecondary institutions</p> <p>Project Lead the Way: An instructor must have successfully completed the training required by and meet the minimum requirements of the national organization that administers the Project Lead the Way program.</p>
Kansas	<p>High school faculty teaching college-level, non-tiered Concurrent Enrollment Partnership courses must meet Higher Learning Commission (HLC) Standards regarding faculty roles and qualifications. Faculty teaching college-level tiered technical courses through a Concurrent Enrollment Partnership must either meet the HLC standards or possess a</p>

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	<p>valid/current industry-recognized credential and a minimum of 4,000 hours of work experience in the specific technical field.</p> <p>Postsecondary partner institutions may set higher standards.</p> <p>Before approving high school instructors to teach CEP courses, the postsecondary institution must provide them with orientation and training in course curriculum, assessment criteria, course philosophy, and CEP administrative requirements. The postsecondary partner institution must provide the high school faculty with ongoing professional development opportunities. Orientation and/or professional development activities must include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, and student success assessment strategies. The postsecondary partner institution must annually conduct evaluations of high school faculty teaching Concurrent Enrollment Partnership courses to ensure compliance with the state expectations for Concurrent Enrollment Partnership courses.</p> <p>CEP agreements must also include an implementation plan for ensuring high school faculty teaching concurrently enrolled partnership students are integrated into the postsecondary partner institution through orientation, professional development, seminars, site visits, annual evaluations and ongoing communication with the postsecondary partner institution’s faculty. CEP arrangements must include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, and student success assessment strategies.</p>
Kentucky	<p>Dual credit courses and the instructors of those courses comply with all appropriate Southern Association of Colleges and Schools - Commission on Colleges (SACS-COC) criteria. Dual credit courses must be taught by postsecondary faculty or secondary school teachers approved by the postsecondary institution as having appropriate credentials established by the SACS-COC Guidelines for Faculty Credentials and university policy. Secondary school faculty must demonstrate compliance with teaching credentials and qualifications. The postsecondary institution grading policy applies to dual credit courses. Postsecondary institutions must ensure that each secondary school teacher teaching dual credit courses develops and uses a course syllabus with appropriate learning outcomes and content for each course. Secondary schools are responsible for providing detailed information to students in writing (i.e., a syllabus) consistent with the public postsecondary institution policy. This information must include the nature of the course and the expectations and requirements that correspond to its official catalog description. Course requirement information must include course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, information on adding and dropping courses, and other related course information.</p> <p>CPE postsecondary institutions are responsible for conducting faculty evaluations for dual credit teachers in a manner consistent with the postsecondary institution’s guidelines for evaluation of adjunct faculty and student evaluation of faculty (i.e., conducting evaluations in a manner consistent with SACS-COC standards).</p>
Louisiana	<p>Dual Enrollment: The secondary and postsecondary institutions must agree upon faculty appointment. Postsecondary institutions must ensure that secondary faculty possess necessary qualifications and meet appropriate regional and program accreditation</p>

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	<p>requirements for instruction. Secondary institutions must also ensure that postsecondary faculty possess necessary qualifications and meet appropriate accreditation requirements for instruction.</p> <p>TOPS – Tech Early Start Award: The Louisiana Office of Student Financial Assistance (LOSFA) conducts audits of participating Louisiana public postsecondary institutions to ensure compliance with program requirements. LOFSA does not evaluate instructors.</p>
Maine	<p>General program: Not set in state policy</p> <p>Dual enrollment career and technical education program: Yes. A program must meet national concurrent enrollment standards.</p>
Maryland	Courses are offered only at postsecondary institutions
Massachusetts	Not set in state policy
Michigan	Not set in state policy
Minnesota	<p>Postsecondary Enrollment Options: Courses are generally offered at postsecondary institutions or online.</p> <p>Concurrent Enrollment: Postsecondary institutions are encouraged to apply for accreditation by the National Alliance of Concurrent Enrollment Partnerships. Effective with fiscal year 2011, districts only are eligible for state aid for concurrent enrollment courses if the concurrent enrollment courses are accredited by the National Alliance of Concurrent Enrollment Partnership, in the process of being accredited, or are shown by clear evidence to be of comparable standard to accredited courses, or are technical courses within a recognized career and technical education program of study approved by the commissioner of education and the chancellor of the Minnesota State Colleges and Universities.</p>
Mississippi	<p>All dual credit academic instructors must have a master's degree with a minimum of 18 graduate semester hours in their field of expertise. Dual credit career and technical education instructors must meet the requirements set forth by the State Board for Community and Junior Colleges in the qualifications manual for postsecondary Career and Technical personnel. A high school teacher must be approved as an instructor by the collaborating college or university. An instructor employed by the college or university must be approved by the collaborating school district. A dual credit academic instructor must meet the requirements set forth by the regional accrediting association (Southern Association of College and Schools). University and community and junior college personnel have the sole authority in the selection of dual credit instructors.</p>
Missouri	<p>High school instructors must meet the same requirements for faculty teaching in institutions of higher education as required for accreditation by the Higher Learning Commission. They must have a master's degree that includes 18 semester hours or more in the field in which they are teaching. However, institutions may use professional judgment in allowing faculty who do not meet all requirements for higher education instruction to teach dual credit courses, provided 90% of any institution's dual credit faculty meet standard faculty eligibility requirements. Annual reports of student performance must be submitted to the chief academic officer for both review and consideration with respect to the continuation of a dual credit instructor.</p> <p>The chief academic officer of the postsecondary institution is responsible for involving full time faculty in the discipline in the selection and evaluation of all dual credit faculty. The on-campus college faculty must also ensure comparable standards of evaluation.</p>

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	<p>New dual credit instructors must participate in orientation activities provided by the college and/or academic department. Continuing dual credit instructors must participate in the same professional development and evaluation activities as adjunct faculty on the college campus, with the recommendation for continuation being the responsibility of the campus academic department. College academic departments must provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison. The institution of higher education must provide on-site supervision and evaluation of dual credit faculty. This process is best served when the instructional site is within a reasonable commuting distance from the institution of higher education.</p>
Montana	<p>Concurrent Enrollment: Yes. High school concurrent enrollment instructors must be licensed secondary educators and possess a class 1, 2, 4, or 8 educator’s license (described below). Class 8 is specific to college faculty instructing college courses with the potential for high school credit (dual credit). Additionally, concurrent enrollment instructors must meet all qualifications for faculty set forth by the Montana Board of Regents Policy 730.1, which delineates the minimum criteria for two-year adjunct faculty. The postsecondary institution must verify educational attainment level and experience appropriate and required for the discipline for concurrent enrollment instructors to ensure compliance with Montana Board of Regents Policy 730.1.</p> <p>Class 8 Alternative License: If faculty of a postsecondary institution is teaching a course for which students will receive high school and postsecondary credit, the faculty member must hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2 or 4 and properly endorsed. The licensure is valid for five years. Faculty must apply to the Office of Public Instruction for a Class 8 alternative license. The application requires verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited college or university; compliance with all other nonacademic requirements for licensure; and completion of application materials demonstrating:</p> <ul style="list-style-type: none"> • The applicant plans to teach in a subject covered by the K-12 endorsement areas identified in regulation, and will teach a subject area in which the applicant has a major or minor; and • The applicant demonstrates adequate education and experience to instruct dual enrollment courses as demonstrated by: <ul style="list-style-type: none"> ○ Ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation ○ Understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways; and ○ Understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage and contemporary status of American Indians and tribes in Montana.
Nebraska	<p>The Nebraska Dual Enrollment Standards, which serve as guidelines but do not have force of law, specify:</p> <p>(1) Instructors must hold a master's degree and "have the mutual support of the district</p>

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	<p>and college/university participating in the dual enrollment program." (2) High school and postsecondary faculty must "receive appropriate orientation and training[.]" (3) "Collaboration between high school and postsecondary faculty is encouraged and faculty development is available where appropriate." (4) "High school and postsecondary faculty maintain contact throughout the program. In some instances, this contact is facilitated by technology."</p> <p>A dual credit teaching certificate is available to allow college faculty to teach courses offered by the institution and approved by a local school system for high school credit. Each applicant for the certificate must meet specified requirements for a general teaching certificate, be eligible to teach courses for college credit as documented by the employing college's submission of the Postsecondary Verification Form, hold a master's degree, and earned at least 6 graduate hours in the subject area for which a teaching endorsement is sought. Regulations also specify certificate renewal requirements.</p>
Nevada	Courses are offered only at postsecondary institutions or online
New Hampshire	Not set in state policy
New Jersey	District boards and partner colleges must ensure that courses are taught by college faculty with academic rank. Adjunct faculty and members of the district staff who have a minimum of a master's degree may also be included.
New Mexico	The postsecondary partner must approve faculty for all dual credit courses.
New York	Not set in state policy
North Carolina	Most Career & College Promise courses are taught by community college faculty, either at the college campus or by traveling to the high school. Provisions allow high school instructors to teach a Career & College Promise course if the instructor meets SACS requisite qualifications for faculty credential requirements.
North Dakota	<p>As is the case with all adjunct instructors, the instructor offering the course must be approved by the academic administrators using the same criteria and procedure that they would employ on campus. Approved high school instructors teaching dual-credit courses within the high school are considered to be adjunct instructors of the sponsoring NDUS college or university.</p> <p>If the adjunct instructor is a high school teacher, the district superintendent must first give written approval for their instructor to teach on behalf of NDUS sponsoring school. Preference for teachers holding an MA degree in the content area will be only one criterion considered in the employment of adjunct instructors to teach dual-credit college courses.</p> <p>Instructors (including a person already teaching in high school or college) who teach dual-credit college courses for an NDUS sponsoring institution must follow the standard procedure regarding the employment of adjunct instructors by that institution including filing required documents, e.g., official transcripts, employment forms, etc..</p>
Ohio	Each instructor teaching a College Credit Plus course must meet the credential requirements set forth in guidelines and procedures established by the chancellor of the Ohio board of regents (below). If the guidelines require high school teachers to take any additional graduate-level coursework to meet the credential requirements, that coursework must be applicable to continuing education and professional development

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	<p>requirements for the renewal of the teacher's educator license. The partnering college must also provide at least one professional development session per school year, and conduct at least one classroom observation per school year for each course that is authorized by the college and taught by a high school teacher, to ensure that the course meets the quality of a college-level course.</p> <p>In addition to the traditional on-campus instruction offered by an institution of higher education for college level courses, under the College Credit Plus program an institution may do all of the following:</p> <p>(A) Provide instruction in college level courses in the secondary school with a secondary teacher if:</p> <p>(1) The teacher meets the qualification requirements to be the instructor that are set forth in the guidelines established by the chancellor of the Ohio board of regents, which are available at ohiohighered.org;</p> <p>(3) The institution of higher education provides all secondary teachers who are teaching at least one College Credit Plus course with at least one three-hour professional development session per academic year. The institution of higher education may determine the format and delivery mechanism for each professional development session it provides. If the participating institution provides secondary teachers with professional development using technology, then there must be a manner in place to track secondary teachers' participation and elicit teachers' feedback, and for the institution to respond to teachers' questions.</p> <p>(4) The institution conducts at least one full-period classroom observation of each College Credit Plus course taught by each secondary teacher during the 2015-2016 school year or during the first academic year the secondary teacher instructs the college course, and then alternating academic years thereafter. The institution may determine its own classroom observation format and whether the observation is on-site at the location of the classroom, partially on-site or uses technology provided the following are met :</p> <p>(a) The chief academic officer of the institution approves the classroom observation content expert and format;</p> <p>(b) The higher education observer provides the secondary instructor with any feedback supporting the quality of the college-level course;</p> <p>(c) The secondary school building administrator is notified at least 24-hours in advance of when each observation is expected to occur;</p> <p>(d) If multiple sections of the same course are taught by the same instructor in the same or different secondary buildings, then only one observation is required. If multiple sections of the same course are taught by different instructors in the same or different secondary buildings, then each instructor must be observed in accordance with this rule.</p> <p>Regulation also establishes instructor criteria for online College Credit Plus courses.</p>
Oklahoma	<p>Courses at an off-campus site are taught by regular faculty whose primary educational employment is as a faculty member at the institution delivering the course. Exceptions may be made upon request to the Chancellor. "Regular faculty" is defined as a person qualified for appointment to the full-time faculty of the institution proposing to award credit. All appointments must be recommended by the academic unit awarding the credit.</p>
Oregon	<p>Expanded Options: Courses are offered only at postsecondary institutions or online</p> <p>Dual Credit: Participating school districts and postsecondary institutions must develop</p>

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	<p>written agreements based on the policies described in administrative rule regarding dual credit programs. Agreements must include criteria regarding selection and approval of instructors. Standards for teachers of lower division collegiate courses must include a master's degree in a subject area closely related to that in which the instructor will be teaching; however, in subject areas in which individuals have demonstrated their competencies and served in professional fields and in cases in which documentation to support the individual's proficiency and high level of competency can be assembled, the master's degree requirement may be waived by the college president or substituted according to the community college's personnel policy.</p> <p>The Oregon Dual Credit Standards include:</p> <ul style="list-style-type: none"> • Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in postsecondary institutions as stipulated by the respective academic departments. • The postsecondary institution provides high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university courses. • Instructors teaching dual credit sections are part of a continuing collegial interaction, through professional development, seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Pennsylvania	<p>A school district or area vocational school employee who meets all qualifications for an adjunct faculty member at the eligible postsecondary institution may teach a concurrent enrollment course.</p> <p><i>*Program currently inactive due to inadequate state funds*</i></p>
Rhode Island	<p>Courses are offered only at postsecondary institutions or online</p>
South Carolina	<p>Courses must be taught by appropriately credentialed faculty. The chief academic officer or designee is also responsible for selecting and evaluating all dual enrollment faculty, using Southern Association of Colleges and Schools criteria as minimal requirements, and ensuring standards of student evaluation and faculty evaluation are comparable to those required of other sections of the same courses. Orientation and evaluation of instructors teaching dual enrollment course sections rests with the appropriate academic department of the respective institution of higher education. The chief academic officer or designee must assure consistency and comparability of both orientation and evaluation across the institution. To assure comparability, academic departments must provide instructors with support services, including a designated on-campus faculty liaison.</p> <p>Dual enrollment instructors must participate in the institution's expected, relevant professional development and evaluation activities. Traditionally-delivered (non-online) dual enrollment offered in high schools should only be offered within reasonable commuting distance of the institution to facilitate on-site evaluation and supervision.</p>
South Dakota	<p>A high school-based dual enrollment course must be taught by a high school teacher who has been approved by the university and who meets the standards used by the institution</p>

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	<p>to hire adjuncts in the discipline. While a Master’s degree in the subject/discipline teaching is preferred, faculty typically must have a Master’s degree with 15 graduate hours in the subject discipline/taught.</p> <p>A faculty member in the discipline of the course from the credit granting university must be assigned to and actively engaged as a mentor for the high school teacher.</p>
Tennessee	<p>Dual Credit (taught in a high school by certified secondary instructors): College courses offered at the high school during the regular school day must be taught by licensed teachers or bona fide college instructors approved by the local school system and the postsecondary institution.</p> <p>Dual Enrollment (allows a student to enroll in postsecondary courses for high school and postsecondary credit): In order for a course to be taught in the high school, the course must demonstrate equivalent faculty preparation.</p>
Texas	<p>Dual credit: Yes. The college selects dual credit instructors. These instructors must be regularly employed faculty members of the college or meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college. The college must supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.</p> <p>Courses offered through partnerships between secondary schools and public two-year colleges: The partnership agreement must address faculty qualifications.</p> <p>Online courses: Administrative code specifies the qualifications and professional development requirements applicable to secondary and college instructors offering electronic dual credit courses.</p>
Utah	<p>Public school teachers teaching concurrent enrollment courses in high schools must first be approved as adjunct faculty and be supervised by the institution. Public school educators must have secondary endorsements in the subject area(s) they teach and meet highly qualified standards for their assignment(s). High school teachers with adjunct or part time faculty status must be included as fully as possible in the academic life of the supervising academic department. LEAs and institutions must share expertise and professional development, as necessary, to adequately prepare teachers at all levels to teach concurrent enrollment students and content, including both federal and state laws specific to student privacy and student records. The annual concurrent enrollment contract between an LEA and an institution must provide for discussion and training, as necessary, to all concurrent enrollment instructors about student information, student records laws, and student confidentiality.</p> <p>Postsecondary faculty who are not K-12 teachers and who have significant unsupervised access to K-12 students must complete a criminal background check.</p> <p>The number of courses offered for concurrent enrollment must be kept small enough to ensure coordinated statewide development and professional development activities for participating teachers.</p>
Vermont	<p>Dual Enrollment: Yes. When a course is offered at a high school, the public postsecondary institution must work with the secondary school to select, monitor, support, and evaluate instructors.</p>

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	Technical: Not set in state policy
Virginia	<p>Faculty must be selected and employed by the participating community college and must meet SACS [Southern Association of Colleges and Schools] and state board for community colleges faculty hiring criteria (SACS requires faculty teaching associate degree courses designed for transfer to four-year institutions to hold a minimum of 18 graduate semester hours in the discipline).</p> <p>All dual enrollment arrangements under the Virginia Plan for Dual Enrollment must include formal mechanisms to evaluate faculty effectiveness and student success. Dual enrollment instructors must be evaluated using the guidelines adopted for all adjunct faculty members. A copy of the evaluation results must be given to the designated district representative. Student evaluations of all dual enrollment adjunct instructors must be held each semester for each course offered. Student evaluation results must be shared with the dean, program lead, faculty member, and designated district representative.</p>
Washington	<p>Running Start: Courses taught by postsecondary faculty</p> <p>College in the High School: Yes. Full-time and part-time faculty at institutions of higher education, including adjunct faculty, are eligible to teach program courses.</p>
West Virginia	<p>Dual Credit/Dual Enrollment: Not set in state policy</p> <p>West Virginia EDGE: EDGE course teachers must attend the EDGE orientation led by the Tech Prep Consortium Coordinator.</p> <p>Early Enrollment (allows public two- and four-year institutions to offer college courses delivered primarily to high school students): Faculty teaching early enrollment courses must meet the minimum faculty credential requirements as specified by the college and as approved by the department and chief academic officer of the college or university. The institution must assign adjunct/part-time faculty status to high school teachers teaching college courses. Employment of any early enrollment adjunct/part-time faculty must be consistent with any institutional, statewide and regional accreditation standards for employment of adjunct/part-time faculty.</p> <p>Faculty for these courses will be evaluated by college personnel using the same processes as for other college faculty.</p>
Wisconsin	<p>Dual Enrollment (in practice, courses are typically taught by high school teachers): Not set in state policy</p> <p>Youth Options: Courses taught primarily at postsecondary institutions.</p> <p>Dual credit courses through other programs are offered only at postsecondary institutions or online.</p>
Wyoming	High school instructors are approved as community college adjunct faculty.

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