



Dual and Concurrent Enrollment
College Classes for High School Students

Manual of Procedures

***Dual and Concurrent
Enrollment Program***

Postsecondary Education Options Program
W.S. 21-20-201

Wyoming Community Colleges
University of Wyoming
Wyoming High Schools

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I. Overview

*Dual and concurrent enrollment programs, sometimes referred to in other states as **dual credit** programs, are offered through all seven community colleges; the courses allow high school students to earn both high school and college credit while students are still attending high school. Concurrent enrollment courses are those taught by college-approved high school teachers at the high school; dual enrollment courses are college courses taught by college instructors. The University of Wyoming offers dual enrollment courses.*

While Wyoming has some very robust and successful dual and concurrent enrollment programs, not all Wyoming students have access to programs of the same quality and scope. To deal with that issue, the Wyoming legislature addressed dual and concurrent enrollment in 2009 and 2010; they amended statutes regarding dual and concurrent classes and, instead of mandating program requirements through the statute, the legislature created a process in which a group of stakeholders, known as the **Consensus Group**, would develop program requirements by consensus. They also called on the Wyoming Community College Commission (WCCC) to be the state agency authorized to implement the results of the consensus process.

The purpose of this manual is to explain current state law, also known as the **Postsecondary Education Options Program or PEOP**, and the new program requirements developed by the **Consensus Group** process. The goal is to assure all Wyoming students equitable opportunities to enroll in and complete quality dual and concurrent courses no matter where students live and at no cost to students except the hard work required in college courses.

Work on the dual enrollment and concurrent enrollment programs will continue, as the memorandum of agreement (*memorandum of understanding*), the consensus process, and these standard practices are implemented statewide with consistency. A process of periodic review, collection of data, and evaluation will be implemented through the **Wyoming Community College Commission** to assure that the programs operate as described in this manual.

II. Resources

In addition to this manual, the following resources are available to assist the colleges, high schools, students, and families in understanding all aspects of the dual and concurrent enrollment programs and process. The first six listed can be found on the **Wyoming Community College Commission** website through the link for **Dual and Concurrent Enrollment**.

- **Implementing SEA 52: Improving Equity and Access to Quality Dual and Concurrent Enrollment Programs through Consensus Building.** *A Report to the Wyoming Community College Commission and the Joint Education Committee, Wyoming State Legislature, January 2011*
- **Student/Parent Handbook,** *The Dual and Concurrent Enrollment Program*
- **Handbook for High School Counselors and College Advisers,** *The Dual and Concurrent Enrollment Program*
- **Wyoming Statutes,** 21-20-201, 2010
- **Concurrent and Dual Enrollment Memorandum of Understanding, (MOU),** as developed by the Wyoming Community Colleges Academic Affairs Council, May 2011.

- **Faculty Approval Process** as developed by the Wyoming Community Colleges Academic Affairs Council, Spring 2012.
- **On Ramp to College**, *A State Policymaker's Guide to Dual Enrollment Jobs for the Future*
- **Promoting Quality: State Strategies for Overseeing Dual Enrollment Programs**, *National Alliance of Concurrent Enrollment Partnerships*
- **Wyoming Switchboard Network (WSN) Resident District Handbook**, *Wyoming Department of Education*

Note to Readers: This manual is designed to provide the guidance and procedures on the left of each page. To the right is a shaded area that contains references to statutes, additional resources and explanations that relate to the text on the left. Those interested are encouraged to use these materials, as well as the handbooks and other references located on the WCCC website, to develop dual and concurrent enrollment programs or to supplement existing programs.

III. Legal Mandate

Wyoming law states “Each school district board of trustees **shall**, in conjunction with the University of Wyoming, community college district boards of trustees or other post-secondary education institution accredited by recognized and accepted accrediting agencies, make post-secondary education options programs pursuant to this section reasonably **accessible to eligible students.**” *W.S. 21-20-201(h), 2010, Postsecondary Education Options Program (PEOP)*

The Wyoming legislature also required:

- Development of the consensus process that produced the minimum education standards included in this manual as well as other documents referenced below.
- Annual reporting of student enrollment and completion data by high schools, community colleges and the University of Wyoming.
- Annual reporting of revenue and expenditure data by high schools, community colleges and boards of cooperative education (BOCES) and boards of cooperative higher education services (BOCHES).

SEA 52 (2010), Section 2

In the 2010 Budget Session of the Wyoming Legislature, Senate Enrolled Act (SEA) 52 became law. W.S. 21-20-201(a), (e), and (h) were amended. Section (a) provides that that the boards of Wyoming school districts, community colleges, and the University of Wyoming **shall**:

“ . . . **enter** into an **agreement** whereby students resident of the participating district may attend post-secondary education programs offered by the university or a participating community college. Effective for the 2011-2012 school year and each school year thereafter, the post-secondary education enrollment options agreement **shall comply with minimum educational standards** defined by the commission in consultation with the department of education, community colleges and the University of Wyoming, including post-secondary education enrollment options provided by means of distance education. . . .”

IV. SEA 52: Dual and Concurrent Enrollment Program Policies

The following statewide processes, procedures, and required components for the high schools and postsecondary institutions participating in the dual and concurrent enrollment programs were developed through the work of consultants to the legislature who surveyed and evaluated current programs and legislation. Their work became the basis of a consensus building process that created a blue-ribbon program for all high school students in Wyoming. The consensus group of stakeholders also relied on the advice of the **Wyoming Department of Education** (WDE), the guidance of the **Wyoming Community College Commission** (WCCC), and the members of the **Wyoming Community Colleges Academic Affairs Council** who wrote the statewide memorandum of understanding.

Further information on the consensus building process can be found above; see the resource list for **Implementing SEA 52: Improving Equity and Access to Quality Dual and Concurrent Enrollment Programs through Consensus Building**. *A Report to the Wyoming Community College Commission and the Joint Education Committee, Wyoming State Legislature, January 2011.*

SEA 52 (2010), Section 2

(a) The community college commission shall conduct discussions to develop consensus on state seamless K-12 and post-secondary education programs with relevant stakeholders.

Results of this discussion shall be used for developing state policy and guidelines for programs:

(ii) Providing high school students an opportunity to earn at least twelve (12) college credits . . .

V. Statewide Memorandum of Understanding (MOU)

The **Postsecondary Education Options Program (PEOP)** Act requires an agreement or memorandum of understanding between a Wyoming school district board of trustees and a Wyoming community college district board of trustees or the University of Wyoming in order for students to enroll in postsecondary education options programs. The law requires that these agreements comply with minimum educational standards defined by the Wyoming Community College Commission and include the common elements of eligibility, quality and student performance, communication, student support services and transferability. The statewide MOU must include the definition of dual or concurrent enrollment, the purpose of the agreement, a process to approve faculty when applicable, student eligibility requirements, standards for enrollment in technical and transfer courses, a process for collaboration between secondary and postsecondary institutions, tuition and fees, textbooks, college resources and a process for renewal of the agreement.

The Academic Vice Presidents of Wyoming's seven community colleges wrote the Statewide Memorandum of Understanding initiated for the school year 2011-12, also to be used in the future. The MOUs are filed with the Wyoming Community College Commission each school year.

Statewide MOU

Wyoming community colleges believe that concurrent enrollment programs ensure that more high school students are prepared for college or careers upon graduation, reduce the time associated with completing a postsecondary credential, provide opportunities for those who did not know that they were "college material," facilitate successful completion of college courses, and align and fortify the curriculum options that are available to advanced high school students.

VI. Criteria

The following topics have been identified as essential elements for the development and management of a quality dual and concurrent enrollment program. **They are compiled from both the MOU and the legislation.**

- | | |
|--|--------------------------------------|
| A. Uniform Statewide Student Eligibility | H. Textbooks and Materials |
| B. Quality: Course Content | I. Grading |
| C. Quality: Faculty Approval | J. Distance Education |
| D. Program Coordination | K. Data Collection |
| E. Communication | L. Revenue and Expenditure Reporting |
| F. Tuition and Fees | M. Renewal of Agreement |

A. Uniform Statewide Student Eligibility

The following are the **only** eligibility requirements for students taking dual and concurrent courses; these requirements apply to both career/technical and academic transfer classes. High schools, community colleges, the university or BOCES/BOCHES **cannot** impose additional eligibility requirements.

Wyoming high school students are accepted into a dual or concurrent enrollment course if they meet the following criteria.

- The student meets the course entrance requirements and/or the prior course work required by colleges before enrolling in a particular course.
- The student is a high school senior, junior, or has the permission of a high school official. (Note: freshman and sophomores can enroll in dual and concurrent courses when appropriate with permission from a high school official.)
- The student has permission from their parent(s) or guardian(s) and a designated school official.

Wyoming Statute

W.S. 21-20-201(a) states:

“....eligibility requirements for program participation shall be based upon criteria established by the university or the community college in collaboration with the department of education, which address the high school grade level, uniform prior curricula requirements, academic achievement levels and national examination performance indicators.” (References to the “commission” are to the Wyoming Community College Commission.)

W.S. 21-20-201(h), 2012 states:

“Each school district board of trustees **shall**, in conjunction with the University of Wyoming, community college district boards of trustees or other post-secondary education institution accredited by recognized and accepted accrediting agencies, make post-secondary education options programs pursuant to this section **reasonably accessible to eligible students.**”

B. Quality: Concurrent Enrollment Course Content

The responsibility for the quality of college courses offered through dual and concurrent enrollment programs in Wyoming is vested in the higher education institutions. The community colleges and high schools must collaborate to develop the expectation of college level work and courses that deliver rigorous content. The community colleges will oversee the courses to assure that the college standards are met.

- College faculty members and high school teachers shall engage in yearly discussions to assure use of equivalent syllabi, assignments, and end-of-course assessments as those used in courses taught on campus.
- College faculty members and high school teachers must address common expectations and review student work on a regular basis.
- Courses shall be reviewed annually to assure quality.

C. Quality: Concurrent Enrollment Faculty Approval

High school faculty must be approved by the community colleges to teach concurrent enrollment courses. Recommended minimum credentials for high school faculty consistent with college accreditation have been developed by the Academic Affairs Council of the community colleges.

- High school faculty teaching concurrent enrollment courses are adjunct college faculty.
- The community colleges will review the high school teacher's qualification according to the same standards used for all other adjunct faculty at the college.
- Faculty employment forms and transcripts must be submitted to the appropriate office at the community college.
- Where there is a demonstrated need for flexibility in the credential process, an exception may be granted if the exception is based on demonstrated proficiency in the discipline, commitment to complete graduate education or appropriate certification.

Statewide MOU: Program Quality

The college shall require:

1. Collaboration with individual high schools to develop plans for providing dual or concurrent courses to meet the needs of their students and to ensure quality.
2. Classes taught in high schools use the equivalent syllabi, assignments, and end-of-course assessments as those used in courses taught on campus.
3. College faculty responsible for concurrent courses collaborate with high school concurrent course teachers and review student work on a regular basis.
4. Annual review of course agreements to assure quality.

- **See Attachment 4: Recommended Minimum Qualifications for Wyoming Community College Adjunct Faculty Members**

D. Program Coordination

Each college/high school partnership is required to have a contact person responsible for oversight of the program in both the college and the high school.

- Each college/high school partnership shall provide a liaison to coordinate advisement, course schedules, regular and standardized communications, course transferability, and support services.
- Each college/high school partnership will coordinate support services that include, but are not limited to, tutoring, technical assistance, library resources, counseling, advising and peer support.
- All support services at the colleges and at the high schools shall be set forth in a memorandum of understanding and shall include services for those taking online courses.
- Each high school will provide a designated official/liaison to serve as the point of contact on matters related to concurrent enrollment.
- Officials/liaisons will coordinate all paperwork for the dual and concurrent programs, including Wyoming Department of Education (WDE) requirements, course summary forms, and student registration.
- Officials/liaisons for the college will communicate with high school faculty and students, assist college personnel in implementation of electronic course evaluation, and assist with such other coordination issues as necessary for implementation of the enrollment program.
- The high school liaison will assure that each student and parent signs the Community College-High School Dual/Concurrent Registration Form and that they discuss student responsibility and transfer of credits.

Statewide MOU

This information is part of the statewide MOU for dual and concurrent enrollment; the items listed are vital to a successful partnership between the postsecondary institutions and the high schools.

E. Communication

Community colleges, the University and high schools should develop and coordinate public information plans to inform board members, students, teachers, parents, and guardians of the opportunities for education through dual and concurrent enrollment courses. Plans can be statewide if the schools involved choose to coordinate through the University of Wyoming or the Community College Commission or the plans can be local partnerships between the colleges and school districts. It is recommended that schools develop comprehensive brochures, catalogs, and websites and involve the media. Without information, the students and their families will not know of the availability of college courses for their students.

Parents and students must understand that dual and concurrent programs allow all students to:

- Choose a career pathway as early as 8th grade to guide them through the dual and concurrent enrollment programs.
- Earn at least 12 college credits before high school graduation.
- Know about available support services such as tutoring, peer mentoring and additional instruction to help students succeed in each college class.
- Experience the rigorous nature of college level work and expectation.
- Transition efficiently and successfully from high school to post-secondary education institutions
- Achieve high levels of academic success in college without remediation.

SEA 52 (2010), Section 2

(E) Communication mechanisms established for participating parents and students.

F. Tuition and Fees

Wyoming Statutes provide that agreements between the school districts and the colleges or University shall establish that any fees covered by the agreement are assessed to the school district for student participation. The agreement shall also set a payment schedule and arrangements to facilitate payment and collection of the fees. See W.S. 21-20-201(d). Students, parents or guardians do not pay for dual and concurrent enrollment courses.

Unless the BOCES/BOCHES is established for the purpose of paying for concurrent and/or dual enrollment tuition and fees, the School District will agree:

1. To pay tuition for all students enrolled in concurrent enrollment courses;
2. The fees shall be determined according to the final class roster issued on or about midterm of the current semester;
3. After the college receives the fees for student tuition from the school district, the college agrees to pay an identical amount to that school district for space, supplies, instruction, and other related costs.

Wyoming Statute

W.S. 21-20-201(d) sets out the procedures for paying the costs of dual and concurrent enrollment programs. **Students do not pay any of the costs.**

G. Textbooks and Materials

The agreements between school districts and the colleges or University shall address, as part of established fees, the costs of textbooks, materials or equipment purchased for the concurrent course. The colleges and the University **shall not** directly assess or collect any fees from the participating students, parents or guardians for the textbooks, materials, student services or any fees otherwise assessed and collected for the students attending the institution. See W.S. 21-20-201(d).

Students will have access to all the standard support services that any college student has available. See the section on coordination of programs.

Section 21-20-201(d) states:

...Any textbooks, materials or equipment purchased under the established fees shall be addressed within the agreement entered into between the university or college and the school district. The university or community college shall not directly assess and collect any fee from the participating student for **textbooks, materials, student services or any other fees otherwise assessed and collected from students attending the institution.**

Section 21-20-201(f) states: “If the postsecondary education options program is offered at a facility operated by the university or participating community college which is located at a reasonable distance from the high school. . . **the district may provide for the transportation of the students. . .** The costs incurred by the district under this subsection shall be included as part of the district transportation expenses as used in computing the district foundation program amount used under W.S. 21-13-309.

(g) Nothing in this section prohibits a high school student from taking a college or university course apart from agreements outlined in this section if the student bears the cost.

H. Grading

Grading shall be valid and reliable and based on student academic performance. Weighted grades may be used in secondary schools, but final grade point average (GPA) shall be computed for recording on the student’s college transcript on a 4.0 (A=4.0, B=3. C=2. D=1. F=0) scale.

I. Distance Education

Distance learning is an excellent tool to provide equitable and affordable access in the dual and concurrent enrollment programs. Online resources can provide a greater variety of courses to small schools or rural students. Because students in Meeteetsee should be able to take the same courses as students in Casper, this is an essential component of an equitable dual and concurrent enrollment program in Wyoming.

To be successful, distance education students must be adequately prepared to take online courses and have an adult mentor for support and guidance. Support services are discussed in the guideline on program coordination.

The **Wyoming Distance Learning Center (WyoDLC)**, maintains the **Wyoming Distance Education Consortium (WyDEC)** and the **Wyoming Course Locator and Support Services (WyCLASS)** for Wyoming's higher education institutions. (See <http://wyclass.wy.edu/>) This site lists all of the online college courses offered by Wyoming Community Colleges or the University of Wyoming. These courses qualify as dual enrollment options because they are college level content and are taught by college faculty. The **WyoDLC** site also provides information for parents and students to aid in the selection of courses that best match the student's needs and then directs users to registration for those courses. Schools should advise parents and students to talk with high school counselors or administrators to see if a course is addressed in the district's MOU with the postsecondary provider prior to registration.

For distance education courses that are offered through the **Wyoming Switchboard Network (WSN)**, the Wyoming Department of Education has a **Wyoming Switchboard Network Resident District Handbook** which is a guide for K-12 distance education. This handbook details the procedures necessary to offer courses through the WSN and can be accessed through WDE's website. Districts can also refer to the **Chapter 41 Distance Education Rules** that provide for a uniform process for all distance education courses offered by Wyoming school districts. Schools should advise parents and students that only some of the courses available through WSN qualify for concurrent credit.

Wyoming Statute:

In **W.S. 21-20-201(2)(a)**, the commission is directed to develop "state policy and guidelines for programs:
(iii) Complying with criteria developed by the commission based upon consensus discussions, which prescribe statewide processes, procedures and required components for:

(C) Assuring a technological infrastructure and delivery methods through dual and concurrent enrollment following nationally established best practices".

Section 201(2)(c) states:
In undertaking the consensus discussions and state policy development required under subsection (a) of this section, the community college commission **shall** give consideration to the role provided by **distance education** in developing criteria for providing access to dual and concurrent enrollment courses. For this purpose, the commission shall coordinate efforts with the university, community colleges and the Wyoming switchboard network administered by the department of education.

J. Data Collection

Dual and concurrent enrollment courses provide some students and families substantial benefit, but only if the courses truly provide students opportunity to acquire the knowledge and skills necessary for success in subsequent related courses and/or the workforce.

To assist schools and colleges in assessment of student course outcomes, data on student participation and performance in concurrent and dual coursework, high school graduation, success in subsequent academic coursework, persistence of post-secondary programs toward certificate and/or degree completion will be collected.

There is a standardized data reporting process through the Wyoming Community College Commission (WCCC) and the Wyoming Department of Education (WDE) to provide the statutorily required data; reporting occurs annually.

SEA 52 (2010), Section 2

The commission is directed to develop “state policy and guidelines for programs:

(iii) Complying with criteria developed by the commission based upon consensus discussions, which prescribe statewide processes, procedures and required components for:

(K) Data reporting and collection instruments and requirements providing the basis for program monitoring and evaluation.

Subsection (b) of Section (2), states:

“A major component of state policy developed under subsection (a) of this section shall include the establishment and maintenance of a data system compiling student enrollment, completion and outcome information for high school and post-secondary education dual and concurrent enrollment programs. Efforts shall be coordinated with the transcript center within the department of education, and the longitudinal data collection effort under the Hathaway student scholarship program pursuant to 2008 Wyoming session laws, chapter 95, section 901.”

K. Revenue and Expenditure Reporting

The WDE and the Wyoming Community College Commission will facilitate reporting for revenue and expenditures by September 1 of each year. This will involve bringing together the key technical individuals from the school districts, community colleges, and BOCES/BOCHES to determine how to develop the required report using the available data. The WDE Data Advisory Group will provide technical assistance.

Wyoming Statute

Section 21-20-201(1)(e) states:
“A student participating in the program shall be counted within the average daily membership of the resident school district as defined under W.S. 21-20-201(a)(i) and concurrently by the participating higher education institution for its full-time equivalent enrollment count. Effective September 1, 2012, and each September 1 thereafter, any school district or institution participating in an enrollment options program agreement under this section, including any board of cooperative educational services established under W.S. 21-20-104 and involved in the program, shall file a report with the community college commission on student participation and completion and on revenues and expenditures attributable to program activities for the immediately preceding school year. The report shall be based upon policy and guidelines developed by the statewide discussions conducted pursuant to section 2 of 2010 Senate File 39 as enacted into law. Not later than October 1 of each school year, the commission shall report to the joint education interim committee, the community colleges, the department of education and the University of Wyoming on statewide program revenues, expenditures and student participation and completion.”

L. Renewal of Agreement

Agreements between school districts and community colleges and/or the University will be reviewed and renewed on an annual basis or when either the community college, the University or a school district desire renegotiation.

Postsecondary Education Options Program State Law

The following is the Postsecondary Education Options Program state law in its entirety. Highlighted sections are components of current law and contain important information that has not been discussed above because it was not amended by either SEA 52, 2010, or Consensus Group discussions. They are highlighted here because the purpose of this manual is to provide comprehensive information regarding the statute which enables full understanding and compliance by school districts, colleges and the University of Wyoming.

ARTICLE 2 - WYOMING POSTSECONDARY EDUCATION OPTIONS PROGRAM

21-20-201. Agreement between districts and post-secondary education institutions required; student participation; credits; financial arrangements; transportation; accessibility; required annual reporting.

(a) To provide a post-secondary education enrollment options program under this section, a Wyoming school district board of trustees and a Wyoming community college district board of trustees or the University of Wyoming shall enter into an agreement whereby students resident of the participating district may attend post-secondary education programs offered by the university or a participating community college. Effective for the 2011-2012 school year and each school year thereafter, the post-secondary education enrollment options agreement shall comply with minimum educational standards defined by the commission in consultation with the department of education, community colleges and the University of Wyoming, including post-secondary education enrollment options provided by means of distance education. Additional student eligibility requirements for program participation shall be based upon criteria established by the university or the community college in collaboration with the department of education, which address the high school grade level, uniform prior curricula requirements, academic achievement levels and national examination performance indicators.

(b) An eligible student may, according to the agreement between the school district and the university or community college, enroll in a postsecondary education program offered at:

(i) The university, a community college, an off-campus center or at a site meeting safety and accessibility requirements under the instruction of a faculty member;

(ii) A higher education center which is part of a college outreach cooperative education services agreement entered into by one (1) or more community college districts and one (1) or more school districts under W.S. 21-20-104; or

(iii) A high school or other facility maintained by the participating district, under the instruction of a certified teacher employed by the district or by a faculty member of the institution entering into an agreement with the district.

(c) A student participating in a postsecondary education enrollment options program pursuant to this section shall upon successfully completing any course offered under the program, receive academic credit by the resident school district which shall be counted towards the graduation requirements of the

district. Evidence of successful completion of each course, the secondary credits granted and a statement that the credits were earned through program participation shall be made a part of the participating student's records maintained by the district. In addition, the participating student shall receive postsecondary education credit for any course successfully completed under the program.

(d) The school district and the university or community college district entering into an agreement for purposes of this section shall, if there are any fees within the agreement, establish fees to be assessed the school district for student participation under the program, the payment schedule for the established fees and other necessary arrangements to facilitate fee payment and collection. Any textbooks, materials or equipment purchased under the established fees shall be addressed within the agreement entered into between the university or college and the school district. The university or community college shall not directly assess and collect any fee from the participating student for textbooks, materials, student services or any other fees otherwise assessed and collected from students attending the institution.

(e) A student participating in the program shall be counted within the average daily membership of the resident school district as defined under W.S. 21-13-101(a)(i) and concurrently by the participating higher education institution for its full-time equivalent enrollment count. Effective September 1, 2012 and each September 1 thereafter, any school district or institution participating in an enrollment options program agreement under this section, including any board of cooperative educational services established under W.S. 21-20-104 and involved in the program, shall file a report with the community college commission on student participation and completion and on revenues and expenditures attributable to program activities for the immediately preceding school year. The report shall be based upon policy and guidelines developed by the statewide discussions conducted pursuant to section 2 of 2010 Senate File 39 as enacted into law. Not later than October 1 of each school year, the commission shall report to the joint education interim committee, the community colleges, the department of education and the University of Wyoming on statewide program revenues, expenditures and student participation and completion.

(f) If the postsecondary education options program is offered at a facility operated by the university or participating community college which is located at a reasonable distance from the high school at which the participating student is enrolled, the district may provide for the transportation of the student between the high school and the location at which the program is offered. Costs incurred by the district under this subsection shall be included as part of the district transportation expenses as used in computing the district foundation program amount under W.S. 21-13-309.

(g) Nothing in this section prohibits a high school student from taking a college or university course apart from agreements outlined in this section if the student bears the cost.

(h) Each school district board of trustees shall in conjunction with the University of Wyoming, community college district boards of trustees or other post-secondary education institutions accredited by recognized and accepted accrediting agencies, make post-secondary education options programs pursuant to this section reasonably accessible to eligible students.

SEA 52, 2010, Section 2:

ORIGINAL SENATE
ENROLLED ACT NO. 52, SENATE
SIXTIETH LEGISLATURE OF THE STATE OF WYOMING 2010 BUDGET SESSION

ENGROSSED FILE NO. 0039

Section 2.

(a) The community college commission shall conduct discussions to develop consensus on state seamless K-12 and post-secondary education programs with relevant stakeholders. For purposes of this section, relevant stakeholders include representatives from the Wyoming community college commission, the seven (7) community colleges and the University of Wyoming, including administrators, faculty and board members, the department of education, school districts including administrators, teachers and counselors, and representatives of students and parents. Results of this discussion shall be used for developing state policy and guidelines for programs:

(i) Bridging high school and post-secondary education through concurrent and dual enrollment;

(ii) Providing high school students an opportunity to earn at least twelve (12) college credits in addition to coursework meeting high school graduation requirements;

(iii) Complying with criteria developed by the commission based upon consensus discussions, which prescribe statewide processes, procedures and required components for:

- (A) Determining program participation through statewide uniform eligibility requirements;
- (B) Establishing and maintaining quality of courses offered through dual and concurrent enrollment programs;
- (C) Assuring a technological infrastructure and delivery methods through dual and concurrent enrollment following nationally established best practices;
- (D) Assembling required articulation agreements between high schools and post-secondary institutions pursuant to W.S. 21-20-201;
- (E) Communication mechanisms established for participating students and parents;
- (F) Student support services;
- (G) Parameters governing the use of weighted grades;
- (H) Establishing common student performance standards and expectations and establishing measures of student outcomes;
- (J) Course transferability between participating districts and post-secondary institutions;

(K) Data reporting and collection instruments and requirements providing the basis for program monitoring and evaluation;

(M) Reporting and accountability of funding sources available to districts and post-secondary education institutions for program provision.

(b) A major component of state policy development under subsection (a) of this section shall include the establishment and maintenance of a data system compiling student enrollment, completion and outcome information for high school and post-secondary education dual and concurrent enrollment programs. Efforts shall be coordinated with the transcript center within the department of education, and the longitudinal data collection effort under the Hathaway student scholarship program pursuant to 2008 Wyoming session laws, chapter 95, section 901.

(c) In undertaking the consensus discussions and state policy development required under subsection (a) of this section, the community college commission shall give consideration to the role provided by distance education in developing criteria for providing access to dual and concurrent enrollment courses. For this purpose, the commission shall coordinate efforts with the university, community colleges and the Wyoming switchboard network administered by the department of education.

(d) The community college commission may contract with appropriate persons and organizations to conduct the consensus discussions required under subsection (a) of this section and to assist with work necessary to establish policies and processes addressing issues identified in paragraphs (a)(i) through (iii) of this section. Progress on consensus discussions and policy development shall be periodically reported to the joint education interim committee, culminating in a final report to the committee to be submitted on or before January 1, 2011, which shall be comprised of policy recommendations on issues identified in this section, together with necessary enabling legislation. Broad public involvement shall be documented within the report, which shall serve as a basis for development of uniform policy on dual and concurrent enrollment programs.

(e) One hundred fifty thousand dollars (\$150,000.00) is appropriated from the school foundation program account to the community college commission for the period commencing upon the effective date of this section, and ending June 30, 2011. The commission shall expend monies appropriated under this section to conduct consensus discussions and to develop policy and processes specified under this section. The commission may use monies appropriated under this section to contract with appropriate persons and organizations as authorized under subsection (d) of this section.

**Concurrent and Dual Enrollment
MEMORANDUM OF UNDERSTANDING**

**Between _____ College
and
_____ School District**

DEFINITIONS

Concurrent Enrollment

Concurrent enrollment courses are college classes taught by high school faculty who have been approved as community college adjunct faculty and who are teaching said courses as part of their duties as a school district employee. As such, these college courses simultaneously satisfy high school graduation requirements. These courses have been approved by the college as having equivalent course content, learning objectives, and work assignments as an existing college course. Course content and learning objectives are equivalent to the related college course as determined and defined by the college faculty. High school faculty teaching concurrent enrollment courses will be considered adjunct faculty for the purposes of the college. Adjunct faculty teaching concurrent enrollment courses are approved by the college and will be included in communications with all college adjunct faculty. Additionally, high school faculty teaching concurrent courses interact as required with the appropriate college representative for issues such as student records, grades, and other student or learning issues.

Because it is a college course, the student will be graded consistently with the standards, expectations and academic freedom governed by full-time and adjunct faculty at the college. The students will receive a grade on the official college and high school transcripts.

Dual Enrollment

Dual enrollment credit is given to qualified high school students who complete college level courses for which the college hires and pays the instructor and in which the high school agrees to allow high school graduation credit.

Because it is a college course, the course will typically be delivered on the college's academic calendar and schedule; students and the local high school may need to make adjustments collaboratively to meet this schedule. The high school student will be treated as equal to any college student in that course. Coursework and grading will be according to the college standards and expectations. The students will receive a grade on the official college transcript, as well as the official high school transcript. Qualified high school students have access to the full variety of delivery modalities such as face-to-face, online, or compressed video.

PURPOSE

The purpose of this agreement is to establish a partnership that provides post-secondary opportunities for eligible high school students, specifically concurrent and dual enrollment classes. Additionally, the purpose of this agreement is to define the procedures related to concurrent enrollment of high school students in college classes as defined by Wyoming Statute 21-20-201.

Wyoming community colleges believe that concurrent enrollment programs allow for opportunities to

- **Serve as an impetus or vehicle for seamless transition between high school and post-secondary education.**
 - Establish a partnership to support student success.
 - Establish written agreements between the school district and a community college that clarify the process and mutual expectations.
 - Ensure that the high school faculty and students are informed of the rigor of college courses.
 - Ensure that more high school students are prepared for college-level work upon graduation.

- **Serve as an access point for students who otherwise are unlikely to attend college.**
 - Reduce the time associated with completing a postsecondary credential.
 - Provide opportunities for those who did not know that they were “college material.”
 - Facilitate successful student completion of college courses and demonstrate that there are college programs available for them.
 - Align and fortify curricular options available to advanced high school students through enrollment in college transfer and technical courses.

- **Provide a head start for advanced students already planning to attend college or enter the workforce.**
 - Ensure that more high school students are college-ready upon graduation and have acquired the skills necessary to compete in the state’s global economy.

COURSE OFFERINGS

The College will collaborate with the appropriate personnel at the local high school to identify potential courses and faculty for that high school.

FACULTY APPROVAL

High school faculty who teach concurrent enrollment courses are college adjunct faculty; therefore, their applications to teach a college course are reviewed in the same manner and according to the same standards as all other college adjunct faculty. All employment forms and transcripts must be submitted through the appropriate office.

A faculty credential approval process will be developed that is consistent with college accreditation requirements and needs for flexibility in exceptional circumstances. Exceptions shall be based upon demonstrated proficiency in the discipline, progress toward graduate education, or appropriate certification.

STUDENT ELIGIBILITY

1. Be seniors, juniors, or have the permission of a high school official; and,
2. Have permission from their parent(s) or guardian(s) and a designated school official; and

3. Meet course entrance requirements and/or prior course work required before enrolling in a particular course.

Note: No high school, community college or BOCES/BOCHES can impose additional eligibility requirements.

PROGRAM COORDINATION & QUALITY

Each partnership shall provide a liaison between the high school and college with responsibilities for coordinating advisement, arranging course schedules, regular and standardized communications, course transferability, and support services.

The high school will provide a designated official at the high school to serve as the point of contact on matters related to concurrent enrollment. Duties include (but are not limited to) coordination of appropriate paperwork (WDE requirements, course summary form, student registration, etc.), act as communication liaison for college with faculty and students, assist college personnel in implementation of electronic course evaluations, etc. The designated high school official will also assure that each student and parent signs a copy of the *Community College-High School Dual/Concurrent Registration* form which discusses student responsibility and transfer issues. It is important that the student and his/her parents clearly understand that enrolling in a concurrent enrollment course will result in a college grade on a college transcript and a high school grade on a high school transcript.

The college shall require:

1. The Wyoming community colleges will collaborate with individual high schools to develop plans for providing dual or concurrent courses to meet the needs of their students and ensure quality.
2. Classes taught in high schools use the equivalent syllabi, assignments, and end-of-course assessments as those used in courses taught on campus.
3. The college faculty responsible for concurrent courses collaborate with high school concurrent course teachers and review student work on a regular basis.
4. Colleges will review course agreements annually to assure quality.

TUITION AND FEES

By WS 21-20-201, if there is a concurrent and dual enrollment agreement, students cannot be charged.

As required by Wyoming Statute 21-20-201, (d), "The school district and the university or community college district entering into an agreement for purposes of this section shall, if there are any fees within the agreement, establish fees to be assessed the school district for student participation under the program, the payment schedule for the established fees and other necessary arrangements to facilitate fee payment and collection."

Therefore, the school district agrees to pay the tuition for all students enrolled in concurrent enrollment based on the final class roster issued on or about midterm of the current semester. After the college receives the sum for students' tuition from the school district, the college agrees to pay an identical amount to that school district for space, supplies, instruction, and other related costs.

TEXTBOOKS AND MATERIALS

The high school is responsible for ensuring that textbooks and materials are available for these students. As required by Wyoming Statute 21-20-201(d), *“Any textbooks, materials or equipment purchased under the established fees shall be addressed within the agreement entered into between the university or college and the school district. The university or community college shall not directly assess and collect any fee from the participating student for textbooks, materials, student services or any other fees otherwise assessed and collected from students attending the institution.”*

COLLEGE RESOURCES

Students will have access to all the standard support services that any college student has available. Services include: (provide list)

GRADING

Grading shall be valid and reliable and based on student academic performance. Weighted grades may be used in secondary schools, but final grade point average (GPA) shall be computed on a 4.0 (A=4.0, B=3, C=2, D=1, F=0) scale.

DISTANCE EDUCATION

Ongoing collaborations between the University, community colleges, school districts, WDE, and the Wyoming Distance Learning Center should continue regarding technological infrastructure and distance delivery methods to improve access to quality dual and concurrent enrollment courses.

DATA COLLECTION AND ANALYSIS

Concurrent and dual enrollment courses provide some students and families substantial benefit, but only if the courses truly provide students opportunity to acquire the knowledge and skills necessary for success in subsequent related courses and/or the workforce. To assist schools and colleges in assessment of student course outcomes, data on student participation and performance in concurrent and dual enrollment coursework, high school graduation, success in subsequent academic coursework, persistence of post-secondary programs toward certificate and/or degree completion may be collected. Wyoming community colleges and the University of Wyoming have common course names and numbers which may facilitate data analysis. Courses numbered identically, ie., ENGL 1010, offered students at schools, community colleges and UW will be included in any assessments and analysis. Any data and/or results will be, by request, to educational providers, educational researchers, and governmental entities with an appropriate rationale.

Renewal of Agreement: This agreement will be renewed on an annual basis.

School District Contact

College Contact

X: _____

X: _____

Date: _____

Date: _____

Attachment 4

Minimum Qualifications for Wyoming Community College Adjunct Faculty Members

Context: Higher Learning Commission Criteria and Assumed Practices

The Wyoming Community Colleges are all fully accredited by the North Central Association Higher Learning Commission (HLC). Faculty qualifications are addressed in the HLC accreditation criteria, as well as in the accompanying assumed practices. HLC Accreditation Criterion 3: Teaching and Learning–Quality, Resources, and Support, Core Component 3. C.2. states:

All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Assumed Practice B.2.a. states:

Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess a degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.

And Assumed Practice B.2.c.3) also states:

Faculty participate substantially in: ... Establishment of the academic qualifications of instructional personnel...

The Academic Affairs Council recommends that the seven public Wyoming Community Colleges adopt the following adjunct faculty minimum qualifications:

Adjunct Faculty **Minimum** Qualifications at Wyoming Public Community Colleges

1. Courses which are accepted as a required part of an associate of science (AS) or associate of arts (AA) degree are the initial segment of a baccalaureate degree.
Adjunct faculty members who teach courses that are requirements for an AA or AS degree should have a **minimum** of an earned master’s degree from a regionally accredited institution (an institution accredited by NCA –HLC (Higher Learning Commission), MSCHE, NEASC-CIHE, NWCCU, SACS or WASC-ACCJC) and 18 graduate semester hours related to the discipline they will be assigned to teach. Specific freshman or sophomore program courses may require faculty preparation and/or experience beyond the minimum qualifications.
- a. Special certification/education/faculty supervision are acceptable to meet the “minimum threshold of experience” in order to teach a specified course. Examples of this qualification for an associate of arts or associate of science degree required course might be:
 - A Red Cross swimming instructor certificate to teach swimming courses
 - A Jurist Prudence Doctorate (law) degree to teach Business Law
 - A PGA (Professional Golf Association) card to teach golf
 - A HS teacher working in close partnership with a college assessor faculty member
 - A CPA (Certified Public Accountant) for a person lacking a master’s degree, to teach accounting.

- b. Transitional Pathways to Qualification (TPTQ)* for teaching academic transfer courses until the faculty member is fully qualified and no longer requires supervision beyond that of a fully qualified instructor:
 - 1) A faculty member may be provisionally approved to teach an academic transfer course who possesses a bachelor's degree related to the discipline to be taught and a master's degree in a different discipline than the course to be assigned; if that person commits to training to teach the course and to completion of 18 graduate hours related to the discipline to be taught within five years.
 - 2) A faculty member may be provisionally approved to teach an academic transfer course who possesses a bachelor's degree in the discipline other than the discipline to be taught, who has successfully completed with 40 undergraduate credit hours related to the discipline of the course to be assigned and a master's degree in a different discipline; if that person commits to successfully completing 18 graduate hours in the discipline to be assigned within five years and to training to teach the course to be assigned.
 - 3) A faculty member may be provisionally approved to teach an academic transfer course who possesses a bachelor's degree in the discipline other than the discipline to be taught, who has successfully completed with 40 undergraduate credit hours related to the discipline of the course to be assigned; if that person commits to successfully completing 18 graduate hours related to the discipline to be assigned within five years; earn a master's degree within five years; and to training to teach the course to be assigned.
- c. Equivalent experience - A mix of documentation that establishes equivalent academic competency via coursework, assessment by examination, and/or professional experience. Competency may include assessment by examination. The community college will evaluate the evidence provided by the applicant using an institutionally defined minimum threshold of experience.

2. Courses which are accepted as a required part of an associate of applied science (AAS) or career and technical certificate:

- a. Adjunct faculty teaching career and technical courses must have a **minimum** of a bachelor's degree from a regionally accredited institution (an institution accredited by NCA -HLC, MSCHE, NEASC-CIHE, NWCCU, SACS or WASC-ACCJC); five years of applicable industry work experience and industry certification for specific AAS degrees or certificate programs (if required for a specific CTE program course). Specific freshman or sophomore program courses may require faculty preparation and/or experience beyond the minimum qualifications.
- b. Adjunct faculty teaching career and technical courses can also qualify using one of the TPTQ (Transitional Pathways to Qualification) and have 3 to 5 years to complete any degree, industry certification, undergraduate courses and/or graduate courses required.

- 1) An adjunct faculty member who has five years of work experience related to the course to be assigned who does not have an earned associate of applied science; commits to earn a bachelor's degree related to the program course to be assigned; commits to training to teach the course to be assigned, and commits to complete any required certification/licensure requirements.
 - 2) An adjunct faculty member who has five years of work experience related to the course to be assigned; has an earned associate of applied science related to the program course to be assigned; lacks required industry certifications; commits to earn a bachelor's degree related to the program course to be assigned; commits to training to teach the course to be assigned; and commits to complete any required certification/licensure requirements within five years.
 - 3) An adjunct faculty member who has less than five years of work experience related to the course to be assigned; has an earned bachelor's degree related to the program course to be assigned ; has required industry certifications; commits to training to teach the course to be assigned; and commits to complete industry work requirement within five years.
- d. Equivalent experience - A mix of documentation that establishes equivalent academic competency via coursework, certification or professional experience. Competency may include assessment by examination. The community college evaluates the evidence provided by the applicant using an institutionally defined minimum threshold of experience. The adjunct faculty member commits to completing required certification/licensure requirements as required.

* Faculty members who teach program courses in specific certificate or associate degree programs accredited by specialized programmatic accreditors may be required to meet higher qualifications than the minimum.

**These pathways are common to all seven Wyoming Community Colleges. The HLC requires individual institutions to establish means for prospective faculty members to demonstrate competency in teaching and in the course discipline. Community college full-time faculty members and administration have joint roles in establishing criteria for equivalent experience and a means of competency assessment as per institutional policies and procedures.