

Statement on Dual Credit/Concurrent Enrollment Courses

The following statement is based on the CCCC's "Statement on Dual Credit/Concurrent Enrollment Composition: Policy and Best Practices"

(<http://www.ncte.org/cccc/resources/positions/dualcredit>).

Guided by national policies and best practices in college composition, the Department of English and Philosophy at Idaho State University insists that dual credit courses offered through the Early College Program (ECP) be near-replicas of courses offered at ISU, including class size, teacher qualifications, course titles, numbers, outcomes, syllabi, and evaluation, among others. This statement addresses class size, teacher qualifications, faculty liaison responsibilities and student roles for dual credit courses (English 1101, 1102, 1110, & 1115).

Class size. The first curricular condition for dual credit courses, according to the "Statement on Dual Credit/Concurrent Enrollment Composition: Policy and Best Practices," concerns class size: The class size, student-teacher ratio, and number of teacher preparations should make possible for students (and manageable and non-exploitative for the teacher) the sort of multiple draft and peer-review process typical of on-campus college writing courses. The enrollment cap of classes must be the same as that of composition courses at the sponsoring institution, regardless of student demand or the customary class size of secondary-level English courses at the high school.

Since national policy is clear on this matter, the Department of English and Philosophy insists that all Early College Program partners abide by department course caps, regardless of external factors. Course caps in English 1101, 1102, 1110, and 1115 are, respectively, 25, 26, 38, and 38. While opening a course to more students may appear to satisfy student demand, it instead stretches resources too thin and detracts from each student's experience in the course. Overenrolling dual credit sections shortchanges students in writing and reading courses vital to their success in life. Further, given that dual credit courses, particularly in Idaho, are "designed to ease the transition for students who otherwise might not have been considered (or who did not consider themselves) college-eligible" (ibid), overenrolling ECP courses could turn some students off of college entirely. Therefore, going over course caps fails to appropriately serve students and will not be permitted.

Teacher qualifications. Just as parity in class size must exist among dual credit courses, teacher qualifications must also be equivalent. To teach for ISU, new instructors must hold an M.A. in English or be currently in the process of acquiring an M.A. in English from Idaho State University. Dual credit instructors in high schools must meet these qualifications in order to teach for the department.

Dual credit teachers should be supported in a variety of ways:

There should be funds, space, and postsecondary faculty expertise necessary for initial and follow-up discipline-specific training seminars that introduce the selected secondary teachers to the partnering college composition curriculum: course goals, assignments, readings, and assessment, as well as current theory and practices in the field of composition. The initial training seminars should be at least equivalent to on-campus instructor preparation. Follow-up support, conducted by faculty liaisons, includes “classroom site visits, classroom observations, review of syllabi and student work” which “address secondary teachers’ strengths, weaknesses, concerns, and ideas as they arise.”

Dual credit teachers should also be given open access the department’s online resources, such as course descriptions, sample syllabi or exercises, a department and/or student handbook, and any other collected teaching materials.

Finally, “[i]f site visits or review of materials and student work reveal that a teacher and/or the course in a particular school is consistently out of step with the curriculum and assessment practices of the sponsoring institution, the teacher should be advised into refresher training.” The faculty liaison is responsible for reporting any such inconsistencies to the department chair, who may then coordinate an appropriate response with the dual credit instructor and the ECP coordinator. Failure to achieve this consistency after refresher training may lead the department to end its relationship with an early college partner.

Faculty liaisons. The support faculty liaisons provide should be considered “part of the faculty member’s workload, with appropriate reassigned time, supplemental salary, and allowances for high school site visits and consultation with teachers.” Faculty liaisons will observe at least one session of a dual credit course, evaluate syllabi and a range of student work, and report their findings to help ISU’s writing program administrator ensure that course goals, assignments, readings, and assessments are equivalent to on-campus offerings.

Faculty liaisons are also encouraged to promote ISU to dual credit teachers and students as part of dual credit’s mission to bridge high school and college, particularly for students who may not have considered going to college.

Students. The Idaho State Board of Education, in its *Governing Policies and Procedures* outlines in specific ways how students are to be placed and to be assessed in terms of their coursework in dual enrollment courses (https://boardofed.idaho.gov/policies/documents/policies/iii/iiiy_advanced_opportunities_0215.pdf).

The statement from the CCCC is largely in accord with the SBOE policy on dual enrollment students, covering the same ground in terms of coursework, assessment, and standards. The CCCC statement, in terms of placement and admission to courses, suggests that “students...should meet the admissions standards of the sponsoring institution.”

SBOE policy clarifies the enrollment status of students in Idaho: “high school students enrolled in dual credit courses are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring postsecondary institution.”

To follow SBOE policy, students should be placed into appropriate Early College Program courses according to the current system in place for regular students, which would also follow the statement by the CCCC. This includes the use of ACT and SAT scores, which are used to place students. Thus, students in our writing courses in the ECP should be admitted to ISU under the same admission standards as our on-campus students, and placed in the appropriate writing course.