

LINCOLN UNIVERSITY
GUIDELINES FOR DUAL CREDIT POLICY

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Statutory References:

According to Section 167.223, RSMo (1990), public high schools, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, may offer postsecondary course options to high school juniors and seniors. Section 167.223 RSMo, was amended in 1998 to expand eligibility for dual credit enrollment to high school freshmen and sophomores.

Guiding Principles:

Dual credit courses achieve multiple purposes. The primary purpose of offering dual credit courses is to deliver high-quality college experiences to high-performing high school students. Dual credit courses are suitable to challenge students who have mastered or nearly mastered the complete high school curriculum and who require college-level coursework that is more rigorous than the high school curriculum. Dual credit courses also enrich and extend school curriculum, provide introductory college coursework, and avoid unnecessary duplication in coursework as students move from high school to college. Over time, as the technological means becomes more efficient in delivering dual credit courses from a distance, on-campus professors and instructors in the high school will be able to work even more closely as instructional collaborators in delivering college courses to high school students.

Student Eligibility:

To be eligible to participate in the dual credit courses at Lincoln University, students must have a minimum overall grade-point average of 3.0 (on a 4.0 scale) or the equivalent and be recommended by the high school principal or his or her official designee.

High school students must also meet the same requirements for admission to individual courses (e.g. English or mathematics), as those required of on-campus students (e.g., ACT, ASSET, or other placement test scores). Lincoln University will require dual credit students who want to enroll in English or math courses to take the placement tests or qualify by means of an ACT score similar to the students on campus.

Specific placement tests may not be required for admission to some college courses; however, if the high school administers a competency assessment in an area related to the dual credit course, high school juniors and seniors must score at proficient or above on the MAP or achieve an equivalent score on a comparable assessment. If the high school administers a competency assessment in the area related to the dual credit courses, Lincoln University will require the principal or counselor to provide verification that the students being recommended for dual enrollment have scored at a proficient level on the assessment test.

Under specific circumstances, freshmen or sophomores with superior academic talents may take dual credit courses. Freshmen and sophomores must demonstrate their competency by scoring at the 90th percentile or above on the ACT or SAT. If Lincoln University has any freshmen or sophomore students who apply for dual enrollment, Lincoln University will require a copy of the ACT scores to verify that the students have scored at the 90th percentile and require approval from the high school principal or counselor prior to their enrollment.

Program Structure and Administration:

Dual credit courses offered in high schools must duplicate the identical course offerings delivered on the campus of Lincoln University to matriculated students. Courses must be approved for dual credit status, and credit awarded must be deemed acceptable in transfer by faculty of the appropriate academic department (unit) of the college. Elements of dual credit courses to be approved by the on-campus faculty in the appropriate academic discipline include the syllabus, textbook(s), teaching methodology, and student assessment strategies. These newly approved guidelines do not prohibit yearlong courses in the high school that may have traditionally been offered for one semester at the college.

Students enrolled in dual credit classes must adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund.

Faculty Qualifications and Support:

As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education. Dual credit instructors teaching general education courses shall typically have a master's degree that includes substantial study (usually a minimum of 18 semester hours) appropriate to the academic field in which they are teaching.

New dual credit instructors will participate in orientation activities provided by the university and/or academic department. Continuing dual credit instructors must participate in both the professional development and evaluation activities as those expected of adjunct faculty on the college campus. In order to assure comparability of the dual credit courses with the corresponding experiences on the college campus, college academic departments will provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison. Dual credit instructors will be evaluated according to Lincoln's evaluation policies for other part-time/adjunct faculty, with the recommendation for continuation being the responsibility of the campus academic department. Thus, Lincoln University will provide on-site supervision and evaluation of the dual credit faculty. The faculty liaisons must make at least one visit to the high school each semester.

Assessment of Student Performance:

One of the responsibilities of the faculty liaison will be to ensure that dual credit instructors are using comparable methods of assessment and testing in their dual credit courses. To demonstrate comparability between dual credit courses and on-campus courses, Lincoln University will require the dual credit instructors to use either the same final exam as their faculty liaison or an exam that has been approved by their faculty liaison.

Transferability of Credit:

Since dual credit programs are predicated on the portability of transcribed college credit, the following guideline should anchor the decisions made by the high school student and the receiving institution: Students receiving dual credit from the institutions in compliance with these policy guidelines can expect to transfer credit up to the equivalent of five courses. "Equivalent of five courses" means five individual courses, regardless of the credit-hour value of those courses." Students who wish to transfer more than five courses should consult the Office of Continuing Education.

Evidence of Policy Compliance:

Lincoln University will provide evidence that demonstrates that the policy guidelines for the delivery of dual credit courses offered in high schools have been implemented by providing the information in the required annual report to CBHE. This report will be submitted at the end of each academic calendar year.

7/11/00