

University of Alaska Anchorage Dual Enrollment Overview

Policy Category:	Academic Affairs
Responsible Office:	Office of Academic Affairs
Related Policy:	Board of Regents P10.05.015. Dual Enrollment

I: Scope

This document provides a general overview of the different types of Dual Enrollment across all UAA campuses. While Dual Enrollment takes many forms at UAA, depending on the needs of our district partners, UAA's practices fall into the general categories below.

II: Policy Overview

University of Alaska Board of Regents Policy P10.05.015.: Dual enrollment refers to enrollment at the university by a student who is simultaneously enrolled in a K-12 (or home school) for which the student may receive credit at both the K-12 and post-secondary levels. The university encourages dual enrollment. No additional restrictions on dual enrollment beyond those applicable to all students, or to avoid violations of law or ensure informed consent by a parent or legal guardian (including financial obligations), shall be allowed.

III: Procedures

- A. Partnerships:** In order to be flexible in meeting local needs and, as well, to ensure alignment with accreditation and other requirements, the development and maintenance of dual enrollment partnerships is a cooperative effort between the provost, deans, and community campus directors.
- B. Agreements:** UAA has a standard set of agreements and a process by which those may be adjusted. All dual enrollment agreements must be signed by the provost or chancellor. The Office of Academic Affairs supports this effort.

IV: Types of Dual Enrollment Offered Through UAA and its Community Campuses

- A. Regularly Scheduled University Course.** Students may enroll in any regular course* as a non-degree seeking student. The secondary school may award high school credit for successful completion. Various arrangements are possible for tuition and fee payment, depending upon the needs of the district, the city/municipality, or the student's family.
*A very small number of courses may exclude minors from participating due to health or safety concerns.
- B. Early College/Middle College/Acceleration/Jump Start.** Students enroll in regularly scheduled university courses which are taught by university faculty either on a UAA campus or at a secondary school in the partner district. The courses are part of a structured program with appropriate academic supports and all, or most, university

courses are counted toward high school graduation requirements. Typically, the student and their family are not charged, and various arrangements are possible for tuition and fee payment, depending upon the needs of the district.

- C. **University Course Taught Under Agreement with the District.** Only secondary students enroll. These courses are taught by District personnel at the local school, who meet qualification requirements for the particular academic field and utilize the syllabus (and Course Content Guide) for the UAA course. Ideally, there is a UAA faculty member assigned to liaison with the qualified and approved high school instructor, and the high school instructor is invited to join appropriate department meetings, such as those that adjuncts attend. The student, or the District, pays a per-credit administrative fee for the course, but tuition is not charged.
- D. **High School Career and Technical Education (CTE) Course Articulated to a UAA Course.** Particularly for traditional Career and Technical Education courses such as Welding, Culinary Arts, and Automotive Technology, or for entry-level health courses such as Certified Nurse Aide (CNA), there is a process by which the high school course is reviewed by UAA faculty for articulation to the equivalent UAA course. UAA does not review the instructor qualifications, as it is a high school course. However, in some instances, due to external regulations, such as in Aviation, UAA must review the instructor qualifications. If the course is approved, students may receive UAA credit for the course, either by registering for the UAA course at the time of taking the high school course, or by non-traditional credit after matriculating to UAA. The student, or the District, pays a per-credit administrative fee.

V: Qualification Requirements for Teaching University Dual Enrollment Courses in the Secondary School

- A. Each academic field establishes the minimum qualifications and experience required, which is equivalent to the minimum qualifications to teach for the University as an adjunct faculty.
- B. Generally, for many traditional academic disciplines such as English, Mathematics, History, or Psychology, the minimum requirements include a master's degree in any field, plus a minimum of 15 Graduate-level credits in the specific discipline to be taught. Thus, to teach English, a teacher would need at least a Master's degree in English, or another Master's degree plus 15-18 Graduate English credits.
- C. High school faculty who already hold a Master's degree in Education may be approved while the disciplinary credits are "in progress," so long as they remain continuously enrolled in graduate coursework in the discipline, and agree to serve as a co-Instructor with a fully qualified UAA faculty member or adjunct, who is the instructor of record.
- D. Because Career and Technical Education (CTE) articulated courses are high school courses, UAA does not review the qualifications of the instructors. In some cases, however, due to external regulations, such as for Aviation, UAA faculty must review the instructor qualifications, and that approval determines whether or not the course may be articulated to a UAA course.

- E. Some disciplines that the districts consider CTE disciplines, typically those that link directly to bachelor's and master's level programs at the University such as Accounting, Engineering, or Computer Science, have requirements that are similar to those for traditional Academic areas—e.g., a Master's degree with a minimum of 15-18 credits in the particular field to be taught. In these cases, the preferred method is where a qualified and approved high school instructor uses the UAA syllabus and has some connection with the UAA program for consultation and guidance, as in the case of an adjunct.

VI: Roles and Responsibilities (Under Development)

- A. Provost – Engages with Superintendents and other District personnel around significant changes, initiation of new types of programs, resources to support Dual Enrollment (DE), etc. Engages with Alaska Department of Education and Early Development, and other appropriate State of Alaska officials and offices around policy and resources.
 - a. Office of Academic Affairs and Institutional Effectiveness
 - i. Vice Provost for Academic Affairs and Institutional Effectiveness – Supports the provost with ongoing partnership development and coordination
 - ii. Assistant Vice Provost for CTE Prior Learning, Dual Enrollment, and Continuing Studies - Supports District Dual Enrollment staff, principals, and faculty in aligning curricula, evaluating secondary faculty credentials, and facilitating student participation
 - iii. Academic Compliance Specialist – Facilitates the review, signing, and archiving of agreements.
 - b. Partnership Programs
 - i. Dual Enrollment Coordinator - TBD
- B. Community Campus Directors – Work closely with district partners to determine local needs; work with the provost to finalize those activities; implement local Dual Enrollment activities.
- C. Deans – Assign faculty collaborators and instructors of record; approve course offerings as part of established, ongoing partnership programs.
- D. UAA Faculty – Evaluate secondary courses for possible alignment; collaborate with DE instructors to ensure course alignment; serve as instructors of record when appropriate.

VII: Reason for the Policy

UAA is committed to offering high quality affordable educational opportunities to meet the needs of all Alaskans. UAA partners with school districts throughout Southcentral Alaska and across the state to provide transformational opportunities for high school students to earn college credit, with the goals of increasing access to post-secondary education, closing equity gaps, and improving overall student outcomes for the State of Alaska.

VIII: Approval

DocuSigned by:

Sean Parnell

Chance for Approval

January 31, 2024

Date