

**KANSAS BOARD OF REGENTS
SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS**

**VIRTUAL MEETING AGENDA
Wednesday, May 18, 2022
8:30 – 9:00 a.m.**

The System Council of Chief Academic Officers (SCOCAO) will meet virtually via Zoom. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

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| I. Call to Order | Mickey McCloud, Co-Chair | |
| A. Roll Call and Introductions | | |
| B. Approve Minutes from April 20, 2022 | | p. 3 |
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| II. Transfer and Articulation Council (TAAC) Update | Tiffany Bohm | |
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 | | |
| III. Other Matters | | |
| A. Concurrent Enrollment Partnership (CEP) Report | Karla Wiscombe | |
| B. Concurrent and Dual Enrollment Policy Revision | Karla Wiscombe | p. 5 |
| C. Performance Agreement Model | Daniel Archer | |
| D. General Education Policy | Daniel Archer | |
| E. Accuplacer Contract Update | Sam Christy-Dangermond | |
| F. KCIA Update | Mickey McCloud, Chair | |
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| IV. Next SCOCAO Meeting – June 15, 2022 | | |
| A. Advanced Placement (AP) Report | | |
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 | | |
| V. Adjournment | | |

SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS

The System Council of Chief Academic Officers (SCOCAO), established in 2002, is composed of the six chief academic officers of the state universities, four chief academic officers selected by the nineteen community colleges, one chief academic officer selected by the six technical colleges, and the chief academic officer of Washburn University. The Board’s Vice-President for Academic Affairs serves as an ex officio member. The Committee meets in person the morning of the first day of the monthly Board meeting. Membership includes:

Mickey McCloud, Co-Chair	JCCC
Jill Arensdorf, Co-Chair	FHSU
Aron Potter	Coffeyville CC
Michelle Schoon	Cowley CC
Gary Wyatt	ESU
Jerry Pope	KCKCC
Charles Taber	K-State
Barbara Bichelmeyer	KU
Corey Isbell	NCK Tech
Howard Smith	PSU
Laura Stephenson	Washburn
Shirley Lefever	WSU
Daniel Archer	KBOR

System Council of Chief Academic Officers AY 2022 Meeting Schedule

<i>SCOCAO Academic Year 2021- 2022 Meeting Dates</i>		
Meeting Dates	Location (virtual or in-person)	Institution Materials Due
September 15, 2021	Virtual Meeting	August 25, 2021
No meeting in October		
November 17, 2021	Virtual Meeting	October 27, 2021
December 15, 2021	Virtual Meeting	November 24, 2021
January 19, 2022	Virtual Meeting	December 29, 2021
February 16, 2022	Virtual Meeting	January 26, 2022
March 16, 2022	Virtual Meeting	February 23, 2022
April 20, 2022	Virtual Meeting	March 30, 2022
May 18, 2022	Virtual Meeting	April 27, 2022
June 15, 2022	Virtual Meeting	May 25, 2022

*SCOCAO meets at 8:30 a.m. unless otherwise noted.

**System Council of Chief Academic Officers
MINUTES**

Wednesday, April 20, 2022

The April 20, 2022, System Council of Chief Academic Officers (SCOCAO) meeting was called to order by Co-Chair Mickey McCloud at 8:30 a.m. The meeting was held through Zoom.

In Attendance:

Members:	Mickey McCloud, JCCC Chuck Taber, K-State Gary Wyatt, ESU Shirley Lefever, WSU Daniel Archer, KBOR	Jill Arensdorf, FHSU Corey Isbell, NCK Tech Tiffany Bohm, KCKCC Michelle Schoon, Cowley CC	Aron Potter, Coffeyville CC Barbara Bichelmeyer, KU Howard Smith, PSU JuliAnn Mazachek, Washburn
Staff:	Karla Wiscombe Sam Christy-Dangermond Judd McCormack Steve Funk	Amy Robinson Hector Martinez Lisa Beck Scott Smathers	Tara Lebar Cindy Farrier Marti Leisinger
Others:	Adam Borth, Fort Scott CC Christy Craft, K-State Elaine Simmons, Barton CC Janet Stramel, FHSU Alysia Johnston, FHSU JoLanna Kord, ESU Kim Zant, Cloud County CC Luke Dowell, SCCC Mindy Markham, K-State Robert Klein, KUMC Tanya Gonzalez, K-State Tom Nevill, Butler CC	Brian McCornack, K-State Chwen Sheu, K-State Greg Paul, K-State Jason Sharp, Labette CC Jennifer Roberts, KU Kim Krull, Butler CC Laurel Littrell, K-State Melanie Hilgers, K-State Monette DePew, Pratt CC Shelly Gehrke, ESU Timothy de Noble, K-State Heather Morgan, KACCT	Christie Launius, K-State Cindy Hoss, Hutchinson CC Huston Gibson, K-State Jean Redeker, KU Jeremy Marshall, K-State Kim Morse, Washburn Linnea GlenMaye, WSU Mike Pritchard, K-State Remy Lequesne, KU Stuart Day, KU Taylor Crawshaw, Independence CC

Roll call was taken for members and presenters.

Approval of Minutes

Barbara Bichelmeyer moved to approve March 16, 2022, meeting minutes, and JuliAnn Mazachek seconded the motion. With no corrections, the motion passed.

Transfer and Articulation Council (TAAC) Update

Tiffany Bohm reported that TAAC met on April 13, 2022, and voted on the KU clarification for its Educating Exceptional Students course. The six new courses approved at the 2021 KCOG have been added to the [Transfer KS](#) portal, and TAAC is asking that each institution check to ensure the accuracy of course information. They also encourage institutions to include a symbol in catalogs to indicate Systemwide Transfer (SWT) courses. The TAAC Communication Plan located on the transfer website includes symbols and graphics for websites and catalogs. TAAC finalized two new courses for the 2022 KCOG; Art in the Elementary Classroom and Music in the Elementary Classroom. A request to submit preliminary course information will be sent soon for those two courses.

Other Matters

- Tara Lebar presented a summary of the annual CLEP reports. The 2020-21 CLEP College Board

summary reports for 4-year and 2-year institutions can be found at <https://www.kansasregents.org/students/credit-for-prior-learning/ap-clep-ib>. As a reminder, individual institution scores are no longer obtained by KBOR but are sent directly from College Board to your institution.

- Tara Lebar presented the Credit for Prior Learning (CPL) report, which can be found at https://www.kansasregents.org/resources/CPL_Report_AY_2021.pdf. The AY 2020-21 report includes 15 types of credit for prior learning which KBOR collects data on and measures annually. The top five sources of CPL represent almost 87% of the total CPL credits awarded. The top source for public universities is Advanced Placement exams; for community colleges, it is military credit, and for technical colleges, it is institutional exams. Trends compared since 2018 have shown consistency, but we see a slight overall decline that should be monitored.
- Sam Christy-Dangermond provided a reminder and update on the Accuplacer Contract. The Board encourages two-year institutions to use Accuplacer exams as their primary placement exams. The current contract gives institutions a discounted price and expires on June 30, 2022. Terms are currently being negotiated. Sam will provide further updates as the contract details are finalized.
- Karla Wiscombe presented policy revisions to the Concurrent Enrollment Partnership policy. HB2134 amended K.S.A. 72-3220-3224 to include dual credit, reporting requirements, and amendments to the Kansas Challenge to Secondary Act which will require the KBOR policy to be updated. Additional changes were discussed as provided by institutions through Chair McCloud. Additional feedback can be sent directly to Karla Wiscombe, kwisombe@ksbor.org, and Mickey McCloud, mccloud@jccc.edu. The deadline for feedback is April 28, 2022. A Concurrent and Dual Credit Steering Committee will be created to help address changes, share best practices, and disseminate information.

Next Meeting

The next SCOCAO meeting is scheduled virtually for May 18, 2022, at 8:30 a.m.

Adjournment

Michelle Schoon moved to adjourn the meeting, and JuliAnn Mazachek seconded the motion. With no further discussion, the motion passed. The meeting adjourned at 9:19 a.m.

1. Act on Dual Credit Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Cooperative Agreements Entered Pursuant to the Kansas Challenge To Secondary Students Act Policy

➤ *Affordability – On-Time Graduation*

**Karla Wiscombe,
Director, Academic Affairs**

Summary and Staff Recommendation

*College courses taken by high school students in programs improve student access, affordability, and college completion. The Kansas Challenge to Secondary School Pupils Act was implemented in 1993 to “provide a means whereby school districts in cooperation with institutions of postsecondary education may provide new and exciting challenges to secondary pupils by encouraging them to take full advantage of the wealth of postsecondary education opportunities in this state.” The original Challenge Act (K.S.A. 72-3220-3224) pertained only to concurrent enrollment of students which was defined in policy as courses taught by high school faculty to high school students during the regular high school day within a Concurrent Enrollment Partnership (CEP). The Challenge Act was revised to also include college courses taught to high school students by postsecondary institutional faculty and now requires the college-level courses to count for high school credit as well as college credit. Recent changes to K.S.A. 72-3220-3224, and amendments thereto, and K.S.A. 2021 Supp. 72-3225, require revisions to Board policy, Chapter III, A.13., Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Concurrent Enrollment Partnerships.
Staff recommends approval of the revised policy.*

Background

Kansas postsecondary institutions provide multiple opportunities for students to take college courses while in high school. Slide 33 of the [Enrollment Report 2020](#) presented to the Board on March 16, 2022, reported over 30,000 Kansas high school students enrolled in a dual, concurrent, or Excel CTE course from a postsecondary institution during 2020-21 academic year. Some of those 30,000 students earned only college credit and some earned both high school and college credit. The Challenge Act requires clarification of the various options for dual credit for high school students.

Dual credit is defined by the Higher Learning Commission as courses taught to high school students for which the students receive both high school credit and college credit. The revised policy includes two options for dual credit, concurrent enrollment and dual credit enrollment, through a cooperative agreement between school districts and postsecondary institutions. A third option for college courses for high school students is dual enrollment. Dual enrollment is defined as enrollment of high school students in college courses in which a transcript is issued from the institution without regard to high school credit. Dual enrollment is offered outside cooperative agreements between school districts and postsecondary institutions.

House Bill 2134 amended K.S.A. 72-3220-3224, and amendments thereto, and K.S.A. 2021 Supp. 72-3225 to include dual credit, reporting requirements, and other changes to the *Kansas Challenge to Secondary Students Act*, requiring significant changes to policy and practices for offering college courses to high school students.

The amendments to the *Kansas Challenge to Secondary Students Act* include:

1. Requiring concurrent and dual credit enrollment to qualify as both high school and college credit
2. Addition of dual credit enrollment within cooperative agreements between school districts and postsecondary educational institutions
3. Allows a school district, in its discretion, to pay all or a portion of related costs for a student’s dual credit enrollment

4. Allows a school district, in its discretion, to provide transportation to or from postsecondary educational institutions for students enrolled in dual credit
5. Requires an individualized plan of study or an individualized education program for student dual credit enrollment
6. Requires the postsecondary institution to notify the student or student's parents/guardian if the course in which the student is enrolled for dual credit is not a systemwide transfer course
7. Requires a postsecondary institution accepting high school students for dual credit enrollment to submit a report annually to the Kansas Board of Regents (KBOR)
8. Requires KBOR to compile and prepare a summary report to the House Standing Committee on Education and the Senate Standing Committee on Education on or before February 15 of each year
9. Precludes school districts from paying tuition for students enrolled in any career technical education courses or programs that receive financial assistance or funding pursuant to K.S.A. 72-3810 or K.S.A. 72-3819

Staff Recommendation

Staff recommends approval of the following policy revisions to align with the *Kansas Challenge to Secondary Students Act*.

CHAPTER III: COORDINATION – STATE UNIVERSITIES, COMMUNITY COLLEGES, TECHNICAL COLLEGES, WASHBURN UNIVERSITY AND/OR THE WASHBURN INSTITUTE OF TECHNOLOGY

A ACADEMIC AFFAIRS

13 CONCURRENT DUAL CREDIT ENROLLMENT OF HIGH SCHOOL STUDENTS IN ELIGIBLE PUBLIC POSTSECONDARY INSTITUTIONS THROUGH CONCURRENT ENROLLMENTS PARTNERSHIPS COOPERATIVE AGREEMENTS ENTERED PURSUANT TO THE KANSAS CHALLENGE TO SECONDARY SCHOOL STUDENTS ACT

~~It is the policy of the Kansas Board of Regents to encourage high school students to take advantage of postsecondary education opportunities by enrolling in postsecondary courses while still in high school or participating in home schooling. K.S.A. 72-11a01 through 72-11a05~~

The Kansas Challenge to Secondary School Students Act, K.S.A. 72-3220 through 72-3224, (Challenge Act) provides a means for school districts, in cooperation with eligible postsecondary institutions, to challenge high school students by procuring early college these opportunities. The Kansas Board of Regents encourages all system postsecondary institutions to collaborate with local school districts and provide dual credit opportunities to high school students through cooperative agreements entered pursuant to the Challenge Act. The Challenge Act does not mandate system postsecondary institutions to offer dual credit enrollment to students in local school districts within their respective service areas. However, if an eligible system postsecondary institution chooses not to offer dual credit enrollment with local districts pursuant to the Challenge Act, eligible system postsecondary institutions outside the institution’s service area will be authorized to provide the Challenge Act opportunities with those school districts. The Challenge Act requires dual credit to be offered only through a cooperative agreement.

~~through the Kansas Challenge to Secondary School Students Pupils Act. The act commonly is known as concurrent enrollment of high school students in eligible postsecondary institutions. Statutory language provides conditions under which secondary schools and eligible postsecondary institutions may establish cooperative agreements defined as a Concurrent Enrollment Partnership.~~

a. Purposes of Concurrent Enrollment Partnerships Dual Credit Cooperative Agreements

~~As established by the Kansas Board of Regents, the Systemwide purposes of Concurrent Enrollment Partnerships Dual Credit Cooperative Agreements are threefold:~~

i To Reduce Time-to Degree and Lower Costs

~~Concurrent Enrollment Partnerships Dual Credit Cooperative Agreements~~ enable students to get an early start on their college education, thus potentially reducing the time required to complete a degree and lowering the costs borne by parents, students, and taxpayers.

ii To Challenge High School Students and Promote College-Level Success

~~Concurrent Enrollment Partnerships Dual Credit Cooperative Agreements~~ are aimed at providing a college-level learning experience for qualified students by enhancing the amount, level, and diversity of learning in high school beyond the traditional secondary curriculum. ~~First year experience courses, performing and visual arts courses and advanced science, mathematics and language offerings not available in high school Systemwide Transfer courses~~ are especially encouraged.

iii To Foster Improved Relationships Between Kansas Public Postsecondary Education Institutions and Kansas Secondary Schools

~~Concurrent Enrollment Partnerships Dual Credit Cooperative Agreements~~ are intended to foster improved relationships among stakeholders by clarifying expectations, roles, and responsibilities.

b. Procedures and Standards for Implementing ~~Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements

i. Requirements of Dual Credit Cooperative Agreements Entered into Pursuant to the Kansas Challenge to Secondary School Students Act

Each eligible postsecondary educational institution that accepts high school students for dual credit enrollment pursuant to the Kansas Challenge to Secondary School Students Act must have a cooperative agreement with the respective school district. The cooperative agreement shall include, but need not be limited to, the following:

(1) The academic credit to be granted for course work successfully completed by the student at the institution, which credit shall qualify as both high school and college credit;

(2) The requirement that such course work qualify as credit applicable toward the award of a degree or certificate at the institution;

(3) Except as otherwise provided in subsection b.ii below, the requirement that the student shall pay the negotiated amount of tuition and related costs charged by the institution for the student's enrollment; and

(4) The requirement that the eligible postsecondary educational institution shall notify the student or the student's parent or guardian if the course the student enrolled in is not a systemwide transfer course approved by the Board of Regents and, as a result, the student may not receive credit for such course if the student transfers to or attends another state postsecondary educational institution.

ii. Payment for Dual Credit Courses

(1) The board of education of a school district, in its discretion, may pay all or a portion of the negotiated amount of tuition and related costs, including fees, books, materials and equipment, charged by an eligible postsecondary educational institution for a student's dual credit enrollment at such institution. As part of any agreement entered into pursuant to this section, the board of education of a school district shall not be required to pay any amount of tuition and required fees that are waived for an eligible foster child pursuant to the foster child educational assistance act, K.S.A 75-53,111 et seq., and amendments thereto, except that the board, in its discretion, may pay any related costs that are not waived pursuant to that act. Any such payment shall be paid directly to the eligible postsecondary educational institution and shall be credited to the student's account.

(2) Except as otherwise provided in K.S.A. 72-3223(b), and amendments thereto, each student enrolled in dual credit enrollment courses at an eligible postsecondary educational institution pursuant to K.S.A. 72-3220 et seq., and amendments thereto, shall be responsible for the payment of the negotiated tuition and related costs, including fees, books, materials and equipment, charged by such institution for the student's enrollment.

(3) The board of education of a school district, in its discretion, may provide for the transportation of a student to or from any eligible postsecondary educational institution.

(4) School districts are precluded from paying tuition for any technical education courses that are funded as part of the Excel in Career Technical Education program, but in its discretion a school district may pay all or a portion of the negotiated amount of related costs, including fees, books, materials and equipment, charged by an eligible postsecondary educational institution for a student's dual credit enrollment at such institution.

c. Definitions¹

For purposes of this policy and the Kansas Challenge to Secondary School Students Act:

- i. ~~“Concurrent Enrollment Partnership student~~ “Student” means a person who:
 - (1) ~~is enrolled in grades 10, 11, or 12 maintained by a school district, or who is a gifted child who is enrolled in any of the grades and is in grade 9 through 12 maintained by a school district (see paragraph b.v.(2));~~
 - (2) has an individualized plan of study or an individualized education program;
 - (3) has demonstrated the ability to benefit from participation in the regular curricula of eligible postsecondary institutions;
 - (4) has been authorized by the principal of the school attended to apply for enrollment at an eligible postsecondary educational institution; and
 - (5) is acceptable or has been admitted accepted for enrollment to at an eligible postsecondary educational institution as a degree-seeking or non-degree seeking student; and is enrolled in courses at a high school at which approved high school faculty teach college credit courses during the normal school day.
- ii “Dual Credit Courses” as defined by the Higher Learning Commission are courses taught to high school students for which the students receive both high school and college credit and involve the accredited institution’s responsibility for the quality of its offerings.
- iii ~~“Concurrent Enrollment Partnership~~ Dual Credit Cooperative Agreement” means a written memorandum of understanding between an eligible postsecondary institution and a school district entered pursuant to the Kansas Challenge to Secondary School Students Act for the purpose of offering college-level learning dual credit courses to eligible students who receive both high school credit and college credit are eligible to enroll in college courses offered at a high school at which approved high school faculty teach said college courses during the normal school day.
- iv “Eligible postsecondary educational institution” means any state university, community college, technical college, municipal university, or affiliated institute of technology, or accredited independent institution.
- v “Dual credit enrollment” is a subset of dual credit and means enrollment of high school students in dual credit courses, pursuant to a dual credit cooperative agreement. Courses are taught by a postsecondary educational institution faculty member in which students receive both high school credit and college credit for completing the course.
- vi “Concurrent enrollment” is a subset of dual credit and means enrollment of high school students in dual credit courses, pursuant to a dual credit cooperative agreement. Courses are taught by high school teachers during the regular high school day in which students receive both high school credit and college credit for completing the course.
- vii “Dual enrollment” means enrollment of high school students in college courses outside a cooperative agreement between the district and postsecondary institution entered pursuant to the Kansas Challenge to Secondary School Students Act, in which a transcript is issued for credit from the institution without regard to high school credit. All modes of delivery of academic offerings and all campus locations are

¹ These definitions apply for purposes of this policy and the Kansas Challenge to Secondary School Students Act. Different definitions may apply for other purposes, such as data collections requiring IPEDS terminology and definitions.

appropriate for dual enrollment courses including main campus, additional locations, and distance delivery.

- ~~a. While various forms of dual enrollment may be offered under the statute, this policy applies only to Concurrent Enrollment Partnerships formed between a high school and eligible postsecondary education institution in which a high school faculty member teaches a college level course to high school students at the high school during the regular high school day. These partnerships must conform to paragraph b. of this policy.~~

~~Concurrent Enrollment Partnerships do NOT include the following: (1) programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer; (2) programs in which college faculty travel to the high school to teach separate courses to high school students; and (3) the College Board Advanced Placement Program and the International Baccalaureate Program, which use standardized tests to assess the student's knowledge of a curriculum developed by a committee consisting of both college and high school faculty.~~

~~ii Agreement between Eligible Postsecondary Institutions and School Districts~~

~~A Concurrent Enrollment Partnership agreement shall be established between the eligible postsecondary institution and the school district. Such agreement shall satisfy the requirements of K.S.A. 72-11a04 and contain the essential elements provided in this policy. The agreement shall contain, at a minimum:~~

~~(1) the names and contact information of the liaisons for both parties, term of the agreement and any provisions for early termination, the individual and joint responsibilities of both parties, information, guidelines and necessary directions for curriculum, faculty, students, assessment, and a listing of principles for assuring quality in programming;~~

~~(2) 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;~~

~~(3) a clause addressing issues of compensation, awarding of credit and course listings for each party;~~

~~(4) acknowledgement that the academic credit shall be granted for course work successfully completed by the student at the postsecondary partner institution, which shall qualify as college credit and may qualify as both high school and college credit;~~

~~(5) acknowledgement that such course work shall qualify as credit applicable toward the award of a degree or certificate at the postsecondary partner institution;~~

~~(6) acknowledgement that the student shall pay to the postsecondary partner institution the negotiated amount of tuition, fees and related costs charged by the institution for enrollment of the student except in the case of tiered technical courses. Secondary students admitted to postsecondary tiered technical courses conducted by a community college, technical college or institute of technology may be charged fees, but shall not be charged tuition; (K.S.A. 72-4417, as amended)~~

~~(7) a plan for ensuring that courses offered through a Concurrent Enrollment Partnership are annually reviewed by college faculty in the discipline at the postsecondary partner institution according to the criteria described in iii.(5); and~~

~~(8) a statement indicating the Concurrent Enrollment Partnership agreement shall be reviewed at least every five years by the postsecondary partner institution to assure compliance and quality considerations as outlined in this policy.~~

d. Curriculum Standards, Course Content/Materials, and Assessment of Students Applicable to Public Eligible Postsecondary Educational Institutions

- i Courses administered through a dual credit cooperative agreement ~~Concurrent Enrollment Partnership~~ shall be university/college catalogued courses with the same departmental id, course descriptions, numbers, titles, and credits. Courses must have been approved through the curriculum approval process of the postsecondary partner institution.
- ii The high school and college-level prerequisites, the content of courses, course goals and objectives, must be the same as those for the same courses offered to students at any location or by any delivery method.
- iii Materials such as textbooks must be comparable to those used in the same course throughout the postsecondary partner institution. Procedures for selection of textbooks and related material by high school faculty who teach concurrently enrolled students must follow the postsecondary partner's institutional policies.

~~(4) If a course has been approved by Board staff as competency based, the competencies for the courses must be the same as those for courses not taught to concurrent enrolled students.~~

(54) College faculty at the postsecondary partner institution shall annually, or as necessary, review ~~Concurrent Enrollment Partnership~~ concurrent enrollment courses in their discipline to ensure that:

- (1) Concurrent enrollment ~~Enrollment Partnership~~ students are held to ~~the same~~ equivalent grading standards and standards of achievement as those expected of students in on-campus sections;
- (2) Concurrent enrollment ~~Enrollment Partnership~~ students are being assessed using ~~the same~~ equivalent methods (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;
- (3) High school faculty are utilizing ~~the same~~ an equivalent final examination for each ~~Concurrent Enrollment Partnership~~ concurrent enrollment course, as is given in a representative section of the same course, taught at the public postsecondary institution awarding the course credit; and
- (4) High school faculty are applying ~~the same~~ equivalent scoring rubrics for the assigned course as is used in the on-campus course; and that course management, instructional delivery, and content meet or exceed those in regular on-campus sections.
- (5) Remedial/developmental course work shall not be offered as a ~~Concurrent Enrollment Partnership~~ concurrent enrollment course.

iv e High School Faculty Teaching Concurrent Enrollment Courses Pursuant to a Cooperative Agreement with a Public Eligible Postsecondary Educational Institution

- i Qualifications
 - (1) High school faculty teaching college-level, non-tiered ~~Concurrent Enrollment Partnership~~ concurrent enrollment courses through a dual credit cooperative agreement shall meet the faculty qualifications and standards established by the nationally recognized agency that accredits the sponsoring higher education institution.
 - (2) Faculty teaching college-level tiered technical courses through a ~~Concurrent Enrollment Partnership~~ dual credit cooperative agreement shall attain instructional eligibility by meeting the academic standards established by the nationally recognized agency that accredits the sponsoring higher education institution ~~addressed above~~ or possess a valid/current industry recognized credential and a minimum of 4,000 hours of work experience in the specific technical field.

(3) Postsecondary partner institutions may set higher standards and are responsible for meeting the accreditation requirements for all course offerings.

ii Orientation, Professional Development, and Evaluation

~~(1) Before approving high school faculty to teach college level Concurrent Enrollment Partnership courses,~~ The postsecondary partner institution shall provide the high school faculty with orientation and training in course curriculum, assessment criteria, course philosophy, and ~~Concurrent Enrollment Partnership~~ administrative requirements.

(2) The postsecondary partner institution shall provide the high school faculty with ongoing professional development opportunities.

(3) Orientation and/or professional development activities shall include collaborative faculty development ~~programming~~ such as pedagogy, instructional design, course management, instructional delivery ~~skill improvement~~, curricular reform initiatives, and student ~~success~~ assessment strategies.

(4) The postsecondary partner institution shall ~~annually~~ conduct evaluations of high school faculty teaching ~~Concurrent Enrollment Partnership~~ concurrent enrollment courses within campus faculty evaluation schedules ~~to ensure compliance with the state expectations for Concurrent Enrollment Partnership courses.~~

✧ f. Student Eligibility for Enrollment, Advising, and Student Guides Applicable to Dual Credit Cooperative Agreements with Public Eligible Postsecondary Educational Institutions

i High school students enrolled in dual credit courses administered through a ~~Concurrent Enrollment Partnership~~ cooperative agreement shall be enrolled as degree or non-degree/non-matriculated students at the postsecondary partner institution. Each ~~Concurrent Enrollment Partnership~~ dual credit enrolled student must meet the postsecondary partner institution's requirements for admission as a degree-seeking or non-degree/non-matriculated student. ~~Concurrently~~ Dual credit enrolled students shall have met institutional enrollment requirements; satisfied course prerequisites; and followed institutional procedures regarding assessment/placement. In order to enroll in a ~~Concurrent Enrollment Partnership~~ dual credit course, students shall achieve the same score or sub score on a standardized placement test as is required for students enrolled in the same on-campus course. Postsecondary partner institutions may establish higher standards and are responsible for meeting the accreditation requirements for all course offerings.

~~(1) Students who are enrolled in grade 9 and are classified by a school district as "gifted" according to the State Department of Education's definition, K.A.R. 91 40-1(bb), as amended, may be admitted as concurrently concurrent or dual credit enrolled students provided all other applicable requirements as outlined above are satisfied.~~

ii ~~The Only~~ students meeting the above requirements and must be authorized by the high school principal, or designee, as having an individualized plan of study or individualized education program ~~to~~ apply for dual credit enrollment at an eligible postsecondary educational institution pursuant to the Kansas Challenge to Secondary School Students Act.

iii Advising of students who desire to enroll in ~~Concurrent Enrollment Partnership~~ dual credit courses must be carried out by both the high school and postsecondary institution.

iv Students shall be provided with a student guide created as part of the ~~Concurrent Enrollment Partnership~~ cooperative agreement that outlines their rights and responsibilities as university/college students. The student guide shall also provide a description of how courses may be transferred in the Kansas public postsecondary education system. Student guides shall include a link to the KBOR Transfer Kansas website and/or a link to the institution's course catalog if Systemwide Transfer (SWT)

courses are clearly indicated to provide notification to students of courses approved for SWT. Student guides will include implications of student enrollment in courses not approved for SWT.

v In order to remain eligible for participation in dual credit enrollment, a student shall remain in good standing at the eligible postsecondary educational institution.

vi ~~Concurrent Enrollment Partnership Courses that Include Students Enrolled for Secondary and/or Postsecondary Credit~~

~~A course may include students enrolled for postsecondary and/or secondary credit. The postsecondary partner institution is responsible for ensuring that academic standards (course requirements and grading criteria) are not compromised.~~

e g. Reporting of ~~Concurrent~~ Dual Credit Enrollment Entered Pursuant to the Kansas Challenge to Secondary School Students Act Partnerships

i Each eligible postsecondary educational institution that accepts students for enrollment pursuant to the Kansas Challenge to Secondary School Students Act shall submit a report annually to the state board of regents. Such report shall include, but not be limited to, the following:

(1) The number of students from each school district enrolled at the eligible postsecondary educational institution, including the number of students in the custody of the secretary for children and families;

(2) the number of students who successfully complete the courses in which such students are enrolled at the eligible postsecondary educational institution;

(3) the tuition rate charged for students compared to the tuition rate charged to individuals who are regularly enrolled and attending the eligible postsecondary educational institution; and

(4) the amount and percentage of tuition each school district is paying pursuant to K.S.A. 72-3223, and amendments thereto.

ii The state board of regents shall compile and prepare a summary report of the submitted reports pursuant to subsection g.i, above, and shall submit such report to the house standing committee on education and the senate standing committee on education on or before February 1 of each year.

iii Institutions will report the following as a part of the regular Kansas Postsecondary Database collection:

(1) ~~Directory~~ Demographic information for each high school student enrolled;

(2) ~~Credit hours generated by each high school student;~~

(3) ~~Credentials of high school faculty teaching Concurrent Enrollment Partnership concurrent enrollment courses; and~~

(4) ~~(3) Concurrent Enrollment Partnership~~ College credit hours generated by each high school student regardless of enrollment type.

iv By January 31 of each year ~~odd-numbered years~~, each public postsecondary institution shall provide to Board staff a list of high schools with which it has ~~Concurrent Enrollment Partnership~~ dual credit cooperative agreements. ~~For each institution, Board staff will select no more than two high schools for reporting. For each high school selected, each~~ All institutions will also submit the following to the Board office:

(1) A sample copy of the ~~Concurrent Enrollment Partnership~~ dual credit enrollment cooperative agreements used with local school districts that includes the criteria described in b.ii; and

- (2) A sample copy of the student guides for ~~Concurrent Enrollment Partnership~~ dual credit enrollment students as described in ~~b.v.(5)~~; and
- (3) ~~Reports resulting from the annual reviews of Concurrent Enrollment Partnership courses by postsecondary partner institution, aggregated by discipline (as described in section b.iii.(5)).~~
- ~~iii~~ By January 31 of odd numbered years, each institution shall forward to the Board office a copy of all reports resulting from the five year institutional review of Concurrent Enrollment Partnerships (as described in ~~b.ii.(8)~~).
- v All reports and information shall be reviewed for compliance and the results will be ~~reported~~ provided to the Board President and Chief Executive Officer.