



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Revision of the Dual Credit Policy

SPONSOR: Keith Marshall, Associate Provost for Enrollment Management

COLLEGE CONTACT: None

BRIEF DESCRIPTION:

Dual credit, as defined by the Illinois Board of Higher Education (IBHE), is “a college course taken by a high school student for which the student is awarded both college and high school credit.” Typically, the college credit is awarded by a community college and is regulated by the IBHE and the Illinois Community College Board (ICCB). The ICCB policy regulating dual credit programs can be found in Appendix A and a wealth of information on dual credit programs can be found at: <http://www.ibhe.state.il.us/DualCredit>.

As with all public universities in Illinois, the Illinois Compiled Statutes (110 ILCS 305/8) state that students must complete 15 courses in particular subjects to be eligible for admission to the University of Illinois. These requirements have been augmented by the University of Illinois Board of Trustees and by certain academic colleges that feel further preparation is necessary for students to succeed in their curricula. The current high school coursework requirements for admission to the University of Illinois at Urbana-Champaign are:

| Subject | Minimum Required Years of Coursework | Recommended Years of Coursework |
|----------------------|--------------------------------------|---------------------------------|
| English | 4 | 4 |
| Math | 3 or 3.5 ¹ | 4 |
| Social Sciences | 2 | 4 |
| Lab Sciences | 2 | 4 |
| One Foreign Language | 2 | 4 |

¹ 3.5 years of mathematics, including trigonometry or higher are required for:

- *Agricultural, Consumer, & Environmental Sciences: agricultural & biological engineering sciences*
- *Business: all curricula*
- *Engineering: all curricula*
- *Fine and Applied Arts: architectural studies*
- *Liberal Arts and Sciences: specialized curricula in biochemistry, chemical engineering, chemistry, geology, and physics*

² Flexible Academic Units are additional courses from any of the five required subject categories or approved art, music or vocational education courses. This definition comes from the State of Illinois Statutes.

In the early 1990s when the high school coursework requirements were updated and dual credit programs were emerging around the state, A&A Deans (Assistant and Associate Deans of undergraduate education) worked closely with the Urbana Senate to discuss these issues. The Urbana Senate determined that dual credit courses should be treated as college credit and accepted for possible articulation toward graduation requirements as appropriate, except in the case where the dual credit course was being used to satisfy a high school coursework requirement for admission as a freshman. Our policy and practice since then is to accept all college credit, including dual credit earned while in high school, if 1) it appears on the transcript from an accredited college or university, 2) the course is deemed transferable through the articulation process, and 3) the course is not used to satisfy the high school coursework requirement for admission as a freshman.

It should be noted that this policy applies only to students applying for admission as a freshman prior to graduating from high school. High school coursework requirements do not apply to students who apply for admission after high school graduation and have already earned college credit.

This proposal asks the Senate to revise the current policy prohibiting the acceptance of dual credit courses for application toward degree requirements if they were also used to satisfy the high school coursework requirement for admission as a freshman. In other words, this proposal asks that the third step in our current process (i.e., determining if dual credit has also been used to satisfy a course pattern requirement for admission) be eliminated. If adopted, our policy and practice would be to accept all college credit, including dual credit earned while in high school, if 1) it appears on the transcript from an accredited college or university, 2) the course is deemed transferable through the articulation process.

Nothing in this proposal is intended to change the current course articulation process or the colleges' prerogative on the application of transfer credit toward the satisfaction of graduation requirement. Dual credit courses that would become eligible under the new policy would still be subject to the full articulation process and all university and college rules about applicability of such credit.

JUSTIFICATION:

Our current policy has been questioned by Parkland College President Tom Ramage and senior staff from the Illinois Community College Board. They note that Illinois is the only public university in the state that still limits how dual credit can be applied and our policy disadvantages students from small communities where dual credit programs substitute for AP and honors curricula.

In exploring the concerns they raised, we have confirmed that we are the only public university in Illinois that limits the use of dual credit and one of only three in the Big 10 that do so (Michigan and Michigan State have policies similar to ours). Further, we discovered that roughly 160 incoming freshmen are denied credit for dual credit courses each year because of the current policy.

In light of these data we suggest that the current dual credit policy is no longer serving the best interests of our students.

BUDGETARY AND STAFF IMPLICATIONS:

- a. Additional staff and dollars needed - None
- b. Internal reallocations - None
- c. Effect on course enrollment in other units – Would likely reduce the number of students needing an introductory Rhetoric course by roughly 150.
- d. Impact on the University Library - None
- e. Impact on computer use, laboratory use, equipment, etc. - None

DESIRED EFFECTIVE DATE: Fall 2011

STATEMENT FOR THE PROGRAMS OF STUDY CATALOG: This policy is not included in the Programs of Study.

APPENDIX A

ICCB Administrative Rules Regarding Dual Credit

Section 1501.507 Credit Hour Claims

b) Course Requirements. Courses which produce credit hours eligible for ICCB grants shall satisfy the following requirements:

11) Courses offered by the college for high school students during the regular school day at the secondary school shall be college-level and shall meet the following requirements:

A) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the North Central Association, and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.

B) Instructors. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from full-time faculty and/or from adjunct faculty with appropriate credentials and demonstrated teaching competencies at the college level.

C) Qualification of Students. Students accepted for enrollment in college level courses must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and ordinarily are restricted to students in the junior and senior years of high school. The students shall meet all college criteria and follow all college procedures for enrolling in courses.

D) Placement Testing and Prerequisites. Students enrolling in college-level courses must satisfy course placement tests or course prerequisites when applicable to assure that they have the same qualifications and preparation as other college students.

E) Course Offerings. Courses shall be selected from transfer courses that have been articulated with senior institutions in Illinois or from the first year courses in ICCB approved associate in applied science degree programs.

F) Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.

G) Concurrent Credit. The determination of whether a college course is

offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and practices of the district.

Appendix B
Responses to Questions Raised by Educational Policy Subcommittee B

What are “Flexible Academic Units”? This seems to require the High School student to take more courses/semester (6+) than a typical college student.

Flexible Academic Units are additional courses from any of the five required subject categories or approved art, music or vocational education courses. This definition comes from the State of Illinois Statutes.

Is it currently OK if the course is used to ‘satisfy’ the recommended years, but not the minimum required?

Yes. Students will receive University of Illinois credit for dual credit courses above and beyond the course pattern requirements. For example, students who take three social science courses, all of which are dual credit, will receive college credit for the third class (assuming it is deemed transferable).

Of most concern, does this mean that the requirements do not apply to a student taking one community college course after high school graduation but do if the course is taken before graduation? If so, it seems inappropriate.

Possibly. If students apply for admission prior to graduation from high school then dual credit courses will be subject to the course pattern requirement and only considered for transfer if they were not used to satisfy a course pattern requirement. However, following IPEDS definitions, once students have graduated from high school and have attended a postsecondary institution they are considered transfer students and do not meet the definition of a first-time freshmen. Since there are no high school course pattern requirements for transfer students, all dual credit would be accepted.

Is it correct that if a student takes a proficiency exam and passes, they receive college credit on their transcript for this? I presume it is the same amount of credit as if they actually took the course.

Yes. The credit would appear on the transcript as credit obtained through a proficiency exam. The course number and title appear along with the number of hours earned, but no grade is listed.

If a student takes an advanced placement exam and passes, do they also receive college credit for this and it shows on their transcript.

Yes. The credit would appear on the transcript as credit obtained through a proficiency exam. The course number and title appear along with the number of hours earned, but no grade is listed.

In both cases, the student then is allowed to be placed in appropriate level courses given their background and abilities. I presume they can then also take any courses which would then have as a prerequisite above the level they have passed.

Yes.

In LAS, a student can satisfy the foreign language requirement with four high school years or four college semesters of a foreign language. Many LAS students in fact have taken four years of a language in high school and so are not required to take any foreign language in college. Such students get no hours of credit toward the total needed to graduate from college for their high school language courses. But could a student with four years of Spanish in high school take a proficiency exam in Spanish IV and get hours of credit toward college graduation as a result?

Yes. Proficiency credit will not be granted for the elementary levels of the language (Years 1 and 2 of high school or semester 1 and 2 of college level.) in any language used to satisfy the admission pattern of 2 years of language. Students could earn proficiency credit for the third and fourth years of language (3 and 4th semesters of college work). Proficiency credit cannot be earned for any language that is not taught on the UIUC campus. Although a student may use documentation of those skills to satisfy the language requirement for graduation, there are no hours that can apply to the graduation requirement.

It is thought this is possible at UIUC in European languages for third and fourth level courses, but quite possibly not possible at all in Asian languages. The answer may well be again that credit is given for exams, not high school courses, but there may be a lack of uniformity as to what proficiency exams are allowed. Do you know?

The Asian languages, and a few others, at UIUC do not give proficiency exams for language skills. The Asian languages use a placement test only and its purpose is solely to establish the student's skills level to determine what the next class in the language should be. If the student places above the fourth semester (into an advanced level class), the student will be waived out of the language requirement but will not receive hours of credit towards graduation.