

Accreditation and Concurrent Enrollment

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Accreditation

- RRCC is accredited by the Higher Learning Commission (HLC)
- Why accreditation?
 - Quality Standards
 - Transfer
 - Financial Aid

Criteria for Accreditation

- 1. Mission
- 2. Integrity: Ethical and Responsible Conduct
- 3. Teaching and Learning: Quality Resources and Support
- 4. Teaching and Learning: Evaluation and Improvement
- 5. Institutional Effectiveness, Resources, and Planning

Meeting the Criteria

- Concurrent Enrollment is also called Dual Credit
- Need to provide evidence
- **3.A.3.** The rigor of the institution's academic offerings is appropriate to higher education.... The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).
 - Need evidence of oversight of dual enrollment courses
 - Syllabus should show consistent learning goals for dual enrollment courses
 - The same standards for curriculum and assignments should be followed as for traditional on-campus courses

Criterion 3.C.3.

- The institution has the faculty and staff needed for effective, high-quality programs and student services... All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
 - According to HLC Policy dual credit instructors must meet the same requirements as those teaching traditional classes
 - RRPR 3-291 <https://www.rccc.edu/human-resources/policies-and-procedures>

Assumed Practice B.2.a.

- Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
- According to HLC Policy, teaching experience doesn't count as tested experience.

Criterion 4.A.4.

- The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
 - Chairs review Syllabus
 - Chairs observe the class
 - The Department retains control over the curriculum, assignments, etc. So dual credit instructors follow departmental syllabus requirements.

Documents / Links

- <https://www.hlcommission.org/Policies/criteria-and-core-components.html>
- https://download.hlcommission.org/DualCreditGuidelines_OPB.pdf
- https://download.hlcommission.org/FacultyGuidelines_OPB.pdf
- <https://www.rrcc.edu/human-resources/policies-and-procedures>

Questions?



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