



Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools

2023 Revision

Approved by Council: March 31, 2023

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I. Introduction and Purpose

Improving the educational attainment of all Kentucky citizens is key to ensuring the state's long-term economic success. The state commits significant resources across the educational spectrum to develop and implement strategies to address this critical issue. Providing secondary students dual credit opportunities is a proven educational strategy with the capacity to complement and maximize the chances of success of our educational initiatives. Effective dual credit systems have impacts both at the secondary and postsecondary levels and provide the opportunity for collaboration between the K-12 and higher education systems, as well as among P-20, policy, workforce, family and community partners.

In 2016, the Kentucky Council of Postsecondary Education (CPE) worked with the Kentucky Community and Technical College System (KCTCS), the eight public universities, the Association of Independent Kentucky Colleges and Universities (AIKCU), the Kentucky Department of Education (KDE) and the Kentucky Higher Education Assistance Authority (KHEAA) to create and publish the first [Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools](#).

This 2023 revision responds to input from the [Commonwealth Education Continuum \(CEC\)](#) to update the original policy to reflect the significant changes and expansion in dual credit since it was first published in 2016. This policy revision process has included significant input from key stakeholders across Kentucky. This policy reflects the current statute and regulations impacting dual credit in Kentucky, as well as accreditation standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). The goal of this policy is to support the vision for Kentucky's dual credit system outlined below, and to support the growth of these programs in a meaningful way that leads to the best possible outcomes for all students. This policy serves as one component of a multi-faceted state-wide strategy to support dual credit in Kentucky, including an early postsecondary opportunities toolkit, professional learning and on-going efforts related to teacher credentialing.

II. The Vision for Kentucky's Dual Credit Program

What Are the Goals of Kentucky's Dual Credit System?

1. To provide all high school students with the opportunity to participate in meaningful college and career experiences in a supported environment that advance students towards a postsecondary degree or credential aligned to their post high school plans.
2. To provide all high school students with the opportunity to structure their dual credit experiences to significantly reduce the costs of a college degree or credential and to reduce students' time to degree or credential completion.

Who is Dual Credit For?

Kentucky is working to provide all high school students with the opportunity to participate in dual credit and build intentional outreach and support to expand access for populations of students who have historically participated in these programs at lower rates. These include, but are not

limited to, individuals from under-resourced families, individuals from underrepresented populations, first generation college students and students with disabilities.

What is the Ideal Dual Credit Experience for Students?

1. Dual credit programs in Kentucky should provide all high school students with a carefully selected and affordable range of meaningful dual credit courses that are rigorous and highly transferable. Additionally, the courses should be aligned to in-demand careers and demonstrate authentic high school partnerships between area technology centers and two- and four-year institutions of higher education.
2. Dual credit programs should promote a sense of belonging and establish postsecondary expectations that help all students create and realize goals beyond high school, regardless of whether the program takes place on the postsecondary campus, in the high school or online.
3. All students participating in dual credit should have access to a personalized plan that includes support services provided by both the high school and college partner in the dual credit program. These services should include academic support to help students identify the meaningful dual credit experiences most appropriate for their postsecondary and career goals and to guide them through their dual credit experiences toward successful completion.
4. Dual credit should be a normalized and accepted part of every high school student's journey. Students and their families should be aware as early as middle school about dual credit and how early postsecondary coursework can maximize student college credit opportunities.

III. Dual Credit Attainment Goal

The Rationale: Kentucky is establishing a Dual Credit Attainment Goal to support the development of a state workforce with the degrees and credentials Kentucky's economy needs to thrive. Increasing dual credit attainment in Kentucky will:

1. promote greater alignment between the state's K-12 and higher education systems.
2. create a culture that includes attaining a postsecondary degree or credential for all students.
3. increase the level of educational attainment of Kentucky's citizens.

The Goal: By 2030, 50% of Kentucky high school students should graduate high school having completed at least one dual credit course with a qualifying grade of a C or higher. As Kentucky increases the student success rate in dual credit, the state will work to ensure that students enrolled in dual credit coursework match the economic, demographic and geographic makeup of Kentucky's high school population as a whole.

The Strategies: Kentucky's Dual Credit Attainment goal will be accomplished by:

1. prioritizing access among students with limited or no access to dual credit courses.
2. providing meaningful dual credit experiences related to students' postsecondary and career goals.
3. supporting student success in dual credit coursework through high-quality college and career advising and academic services.
4. strengthening partnerships among high schools, postsecondary institutions and employers to build and sustain effective policies and equitable practices.
5. maintaining, communicating, and, when possible, expanding support for the state's dual credit scholarship program.
6. increasing the number of teachers credentialed for dual credit in Kentucky.

IV. Definitions

Dual Credit: Pursuant to KRS 164:002(5), a college-level course of study developed in accordance with KRS 164.098 in which high school students receive credit from both the high school and postsecondary institution where they are enrolled upon completion of a single class or designated program of study.

What This Means

Dual credit means that students are participating in a college-level course as part of an agreed upon partnership between the high school and the institution of higher education that allows students to receive both high school and college credit upon successful completion of the course.

Dual credit courses may be taught online or through other distance education methods, or they may be taught face-to-face on a college campus, at a secondary school or at another mutually agreed upon and approved location. Dual credit courses shall be taught by qualified and credentialed teachers and faculty.

Dual credit courses may be offered during or outside the secondary school day.

Dual Enrollment: Pursuant to [KRS 164:002\(6\)](#), a college-level course of study developed in accordance with [KRS 164.098](#) in which students are enrolled in a high school and postsecondary institution simultaneously.

What This Means

Dual enrollment means students are only receiving college credit for successfully completing a college-level course. Dual enrollment courses are not supported through the Dual Credit Scholarship.

Support Services: Support services for students provided by dual credit programs may include academic support and advising regarding course selection and how dual credit aligns with postsecondary and career goals.

What This Means

High quality dual credit programs provide all students access to the support services to ensure meaningful course selection and successful experiences.

High School: includes all secondary institutions who serve high school aged students.

V. Course Offerings

- A. Dual credit courses are college courses and therefore must meet the same student learning outcomes and be of the same quality and rigor as courses taught to traditional college students at the participating postsecondary institutions.
- B. The postsecondary institution's grading policy shall apply to dual credit courses and must be used by the high school awarding credit.
- C. College credit shall be awarded upon the students' completion of the dual credit course requirements and will become a permanent part of their official college transcript. The award of college credit will comply with appropriate accreditation standards for the participating postsecondary institutions.
- D. High school credit shall be awarded at the end of the term by the secondary school upon completion of the course. The award of high school credit will be determined by local policy.
- E. If students fail or withdraw from a college course, including dual credit coursework, this will be noted on their college transcript. Student performance in dual credit courses will impact their high school and future college grade point average (GPA), and may also have an impact on their [financial aid and scholarship eligibility](#) upon high school graduation.
- F. Student Accommodations
 - 1. If a student with an Individualized Education Plan (IEP) pursuant to the Individuals with Disabilities Education Act (IDEA) participates in a dual credit course, IEP implementation for the dual credit course is not required unless the student's Admissions and Release Committee (ARC) determines that the dual credit course is necessary to provide the student with a Free Appropriate Public Education (FAPE). When students participate in a dual credit course at their high school with a credentialed high school teacher, notwithstanding whether they have an IEP pursuant to the IDEA or a Section 504 plan pursuant to Section 504 of the Rehabilitation Act of 1973 (Section 504), the high school shall provide accommodations to such students as appropriate to meet the requirements of Section 504.

2. If students are taking a course at the postsecondary institution or online, the high school shall inform the postsecondary institution that they may be entitled to accommodations under Section 504. The postsecondary institution shall implement its own Section 504 policies and procedures regarding accommodations, so students receive the appropriate accommodations at the postsecondary institution.
3. Students and high schools should work closely with the college coordinator who helps students with Section 504 accommodations to ensure student needs are met.
4. For more information, see [Kentucky Department of Education Question and Answers Related to Dual Credit Courses and Student with Individualized Education Programs \(IEPs\)](#) and [United States Department of Education Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities](#).

VI. Student Eligibility

Section 6 of [13 KAR 2:020](#). Guidelines for admission to the state-supported postsecondary education institutions stipulates:

1. students admitted to any Kentucky public postsecondary institution in an accelerated pathway or in dual credit courses in general education shall have an unweighted high school GPA of at least 2.5 on a 4.00 scale and meet any college course prerequisites established by the institution.
2. students shall be granted admission into a career and technical education dual credit course if they meet the course prerequisite requirements established by the institution offering the course.
3. it is the responsibility of the postsecondary institution to ensure that any college course prerequisites are publicly available, easily accessible and communicated to students who wish to participate in dual credit courses.
4. dual credit courses shall not include developmental education courses or courses that are not transferable, such as a first year experience course.

VII. Transferability of Credit

- A. All postsecondary institutions shall recognize dual credit general education courses pursuant to [The General Education Transfer Policy and Implementation Guidelines](#) and in accordance with accreditation requirements.
- B. All participating postsecondary institutions shall recognize credit awarded under this policy for career and/or technical dual credit coursework if the course has the same competencies and learning outcomes as that of a course offered at the receiving institution.

VIII. Dual Credit Teacher Credentialing and Responsibilities

- A. SACS-COC's [Dual Enrollment Policy Statement \(2018\)](#) requires that faculty teaching dual credit courses (who may include high school teachers approved by the college) “possess the same academic credentials and/or documented professional experience required by the institution of all of its faculty.” Typically, for general education courses this requires a Master’s Degree in the discipline specific content area that the faculty is teaching or at least 18 credit hours of discipline specific content for academic faculty.
- B. The credentials required to teach a technical course are determined by each postsecondary institution.
- C. The dual credit teacher must ensure that the learning outcomes established by the partnering postsecondary institution are fully implemented.

IX. Tuition and Fees

- A. Postsecondary institutions must provide written information about tuition and other fees for dual credit courses to each student, parent and/or adult in the household and secondary school prior to enrollment in such courses.
- B. KHEAA administers student financial support for dual credit tuition through funding for the Dual Credit Scholarship Program provided by the Kentucky General Assembly. For more information on what financial support is available, please visit the [KHEAA website](#).

X. Dual Credit Review and Revision Process

- A. CPE will convene an advisory council tasked with making recommendations to support dual credit policy; promote the quality and rigor of dual credit courses; lead the development of tools and resources to support high quality dual credit practices; and create a space for stakeholders to provide input into the functioning of the dual credit policies and programs.
- B. This advisory council will be composed of representative members, including policymakers, practitioners, and other stakeholders who are knowledgeable about dual credit policies, procedures and processes. Membership shall include, but not be limited to the following:
 - 1. Council on Postsecondary Education (CPE)
 - 2. Kentucky Department of Education (KDE)
 - 3. Kentucky Higher Education Assistance Authority (KHEAA)
 - 4. Kentucky Community & Technical College System (KCTCS)

5. A Kentucky public 4-Year Institution of Higher Education
 6. A Kentucky Public School District
 7. The Association of Independent Kentucky Colleges and Universities (AIKCU)
 8. Additional representatives as agreed by the advisory council, including potential representation from counselors, students, and other relevant stakeholders.
- C. The advisory council should meet with the appropriate frequency to support its work and be empowered by the representative agencies to make joint decisions on policy recommendations, support dual credit practice and safeguard the best interests of Kentucky students in these programs.
- D. The advisory council should also consult with additional representatives and stakeholders who have relevant expertise to the working group's agenda.

XI. Annual Reporting

Postsecondary institutions participating in dual credit programming shall submit an annual report to CPE by July 1, 2023, and every year thereafter, including the following:

1. For the previous year:
 - a. List of dual credit courses offered by partnering school
 - b. List of partnering high schools
 - c. Student information by partnering school, as permitted in accordance with the Family Educational Rights and Privacy Act (FERPA), disaggregated by gender, race/ethnicity, socio-economic status, and special populations
 - Total number enrolled by course
 - Pass rate
 - d. Description of professional development provided to dual credit teachers and other high school partners
 - e. Description of the outreach and communication activities
 - f. List of dual credit teachers and their secondary or postsecondary institutions
2. For the upcoming year:
 - a. Updates to the list of dual credit course offerings
 - b. Updates to the list of partnering high schools

- c. Updates to the dual credit professional development plan for dual credit teachers and other secondary partners
- d. Updates to the outreach/communication plan and activities
- e. Updates to the list of dual credit teachers and their secondary or postsecondary institutions
- f. Assurance that dual credit partnership agreements meet all criteria set forth in this Dual Credit Policy

XII. Key Roles and Responsibilities

Within Kentucky's dual credit ecosystem, various agencies and stakeholders play different roles in ensuring students have access to these programs.

State Agencies

1. Council for Postsecondary Education (CPE)

- a. Establishes, reviews and revises Kentucky's Dual Credit Policy that communicates the criteria for all components of dual credit in accordance with Kentucky statute and regulation.
- b. Leads research and communication efforts on dual credit's impact and return on investment related to students' college and career success.
- c. Serves as primary liaison and conduit between state agencies and the state's postsecondary institutions.
- d. Provides training and guidance for counselors and individual districts, in partnership with relevant institutions of higher education.
- e. Maintains the Dual Credit Dashboard in collaboration with the Kentucky Center for Statistics (KYSTATS).
- f. Collects annual data regarding dual credit participation and student success rates from postsecondary institutions.

2. Kentucky Department of Education (KDE)

- a. Coordinates how dual credit courses are set up and administered in districts and within Infinite Campus; works with districts to ensure that relevant dual credit data from area technical centers are reflected.
- b. Determines course eligibility within CTE pathways or academic courses in partnership with the postsecondary institution.

- c. Maintains the CTE Programs of Study Handbook, ensuring it accurately reflects courses that are available and have been approved by postsecondary institutions.
- d. Maintains the state and district level dual credit data within the School Report Card.
- e. Provides training and guidance for counselors and individual districts, in partnership with relevant institutions of higher education.

3. Kentucky Higher Education Assistance Authority (KHEAA)

- a. Administers the Dual Credit Scholarship program, including the application process, compliance and how the funds are awarded.
- b. Serves as the point of contact with high schools, colleges, students and families on issues related to the scholarships.

4. Postsecondary Institutions

- a. Determine the courses that are offered as part of a dual credit partnership with a school district, adhering to the accreditation guidelines and transfer policy for general education courses.
- b. Approve school districts' use of faculty as dual credit instructors, ensuring that they meet SACSCOC accreditation guidelines.
- c. Provide information about tuition and other fees for dual credit courses in writing to each student, parent and/or adult in the household and secondary school prior to enrollment.
- d. Provide dual credit students with academic support services, such tutoring and advising.
- e. Determine how dual credit will be awarded and transcribed at the postsecondary institution.
- f. Initiate and establish dual credit partnerships with secondary schools that meet the expectations established in this policy.
- g. Initiate and maintain communication with teachers, counselors and districts to ensure student success.
- h. Conduct annual training for dual credit teachers to review course outcomes and provide resources and support for instruction.
- i. Prepare and submit an annual report to CPE by July 1.

5. Secondary Schools

- a. Initiate and establish dual credit partnerships with institutions of higher education.

- b. Determine student eligibility for participating in dual credit.
- c. Coordinate with postsecondary institutions to ensure academic support services are provided to dual credit students.
- d. Communicate with students and families about the availability and value of dual credit courses and scholarships, including information about eligibility and enrollment.
- e. Determine how dual credit will be awarded and transcribed at the high school.

XIII. Implementation of this policy

- A. The initial Annual Report required in Section XII of this policy is due to CPE on July 1, 2023.
- B. This policy shall become effective and implemented for dual credit courses beginning fall 2023.