

ABSTRACT OF CAPSTONE

Joel Pace

The Graduate School  
Morehead State University

March 25, 2021

10 YEARS IN THE MAKING...  
DUAL CREDIT PROGRAMS AT MOREHEAD STATE UNIVERSITY

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Abstract of Capstone

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A capstone submitted in partial fulfillment of the  
Requirements for the degree of Doctor of Education in the  
Ernst and Sara Lane Volgenau College of Education  
At Morehead State University

By

Joel Pace

Morehead, Kentucky

Committee Chair: Dr. Michael W. Kessinger, Associate Professor

Morehead, Kentucky

March 25, 2021

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## ABSTRACT OF CAPSTONE

10 YEARS IN THE MAKING...  
DUAL CREDIT PROGRAMS AT MOREHEAD STATE UNIVERSITY

Dual credit programs have become important gateway programs between universities and school districts across the nation. The ability for high school students to take academically rigorous college courses while still in high school creates a situation that can be beneficial to students, parents, districts, and higher education partners. Morehead State University, a public 4-year regional university in east Kentucky, like many other institutions across the nation, has provided dual credit options for many years. Have those offerings provided additional value to the university and to the school districts it partners with? This capstone will evaluate the different indicators to determine effectiveness at multiple levels.

KEYWORDS: Dual Credit, Dual Enrollment, Concurrent Enrollment, Morehead State University

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Candidate Signature

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Date

10 YEARS IN THE MAKING...  
DUAL CREDIT PROGRAMS AT MOREHEAD STATE UNIVERSITY

By

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## DEDICATION

I dedicate this this work to my wonderful wife, Lora, who has always encouraged me through several degrees. I appreciate your patience, willingness to listen and support me during this process. I appreciate your willingness to engage my academic journey. You are the best person I have met, and I am better because of you.

My two-favorite people, Bethany, and Alex, I have tried to model what it means to be a good student and a better parent. I appreciate you listening to me share what I have learned during my graduate school journey and how it has helped me be a better father and person.



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I would also need to include those pioneers who were working on dual credit issues at MSU over the past 30 years. This was an added addition to duties, usually without pay, to professionals who already had other responsibilities. Their leadership and hard work allowed the program to develop and become the example that it is today. This would include Dr. Dan Connell, Dr. Dail Duvall, Tim Rhodes and President Wayne Andrews. There have been others that also helped develop the Early College Program and spent countless hours in developing standards and providing work that occurred behind the scenes that were incredibly valuable. These would include Karen Cornett, Prof. Jenny Templeton, Sunshine Jones, Dr. Mark Graves and especially Laken Johnson as well as many others.

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## **Chapter 1**

### **Introduction**

Dual credit programs have existed since the early 1970's as a way for high school students to take college classes and receive college credit while earning their high school diploma. These programs have been in place across the nation and most high schools have some type of academic program that allows students to complete a more rigorous academic program that has access to college credit. The programs have become so popular that students are graduating high school with between a semester and up to the first two years of college completed. Students and parents have recognized the unique aspects of these programs and they are attempting to maximize options to earn the most college credits as possible.

Morehead State University is a regional, comprehensive state school located in eastern Kentucky. As with most higher education initiatives, dual credit began at some point in response to demand of parents, secondary school administrators or to comply with some grant application. At this point, we are not sure how dual credit began at Morehead State University. We do know that it was an activity which was done in an unintentional manner and focused only on high schools within a 30-minute commute to the Morehead campus. The program benefitted from some grant programs that increased dual credit options in education and mathematics in the early 2000's.

In 2010, Morehead State University created an intentional dual credit program called the Early College. This initiative was designed to offer rigorous college

courses across the various academic departments in partnership with high schools and high school teachers who met the qualifications of adjunct faculty. These instructors used approved departmental syllabi, completed general education assessments, and all other requirements of the college courses. The courses were intended to be as close as possible to the college experience while taking place at the high schools. When the 2011 Fall semester began, Morehead State University was the largest dual credit provider in Kentucky and one of the largest dual credit providers in the southern United States.

This capstone examined the growth of dual credit at Morehead State University. It looked at national norms to determine if dual credit students followed established guidelines on academic performance as it relates to matriculation, graduation, and student success. The capstone presents the history and development of dual credit but will focus on the narrative that has happened during the past 10 years.

### **Statement of the Problem**

The dual credit program has developed into a program that produces 29% of the total headcount in the 2020 fall semester at Morehead State University (Morehead State University, 2020). The focus on headcount and enrollment growth has created a program that can enroll large numbers of students in an effort to artificially inflate total student enrollments. However, is it providing a service to the university in attracting additional students or bettering these students by increasing their propensity for college retention and eventual graduation?

The purpose of this capstone was to discuss the history of dual credit programs at Morehead State University. There has not been a true documentation of the evolution of dual credit programs at the university. The lack of intentional planning and assessment has created a program that may be unmanageable and unsustainable in size and academic scope. This capstone examined the dual credit programs and how the programs have benefited students as well the Morehead State University mission.

### **Significance of the Problem**

The capstone seeks to capture elements of programs and initiatives that occurred over time that set the groundwork for the current dual credit program. While there was never a master plan with the goal of having the largest dual credit program in the state, this happened. The program was never evaluated but was encouraged to continue growing in enrollment. There were different initiatives and programs that came from various internal or external groups such as Faculty Senate, Council for Postsecondary Education, accrediting bodies, or professional development bodies that influenced the shape and scope of the dual credit efforts, but the lack of a dedicated vision has allowed a program to develop organically into a body that may not be serving the university or its high school partners in the best manner.

### **Background of the problem**

The dual credit programs at Morehead State University have been evaluated numerous times over the past 30 years. These reviews have usually been focused on

short term planning and trying to identify courses or student populations that should be included. Course utilization has been evaluated and these questions have been asked and answered. These reviews have not been comprehensive, nor have they sought to look at the background or mission of the university as it relates to dual credit programs. The ability to do a comprehensive review will also be beneficial in that yearly information can be added so that a historical review is always at hand and trend data will be easier to identify and plan for.

There is also a potential loss of historical information as these programs age and key information is not recorded. The rapid growth of the dual credit program is also worth capturing for future administrators to examine and could be used for replication at other institutions. As employees from the university's president to direct supervisors change or retire, this information needed to be collected and shared to capture the series of events that occurred that lead to one of the largest dual credit programs in the southern United States.

### **Local Context**

Morehead State University is a comprehensive, regional university located in east Kentucky. The university was founded as a teacher's college and was a Normal School for a period. There have been intentional partnerships with public schools since the university's inception (Flatt, 1997). This cooperation and connectedness have formed a natural partnership with the recent educational trend of dual credit where students are able to take college courses while still enrolled in high school.

The core of this capstone is an examination of the impact dual credit has had on Morehead State University. There has not been a comprehensive review of the dual credit initiative completed since the implementation of a dual credit program in 2011. This narrative includes information on enrollment, matriculation, as well as graduation and retention information. There is also information that has been gathered from the research across the nation that will be compared with Morehead State University to gauge the progress of dual credit. Also included is a review of the programs and events that began an evolution of dual credit activities to what has become one of the largest dual credit programs in the south.

National data has been collected from dual credit programs across the nation. This information has not been collected and evaluated to see if these accepted guidelines are replicated at Morehead State University. The capstone reports these national trends and the local performance results at the university to see if the literature is congruent with the student success at Morehead State University. Administrators, current and future, are able to assess the dual credit activities and implement change to help shape recruitment and retention initiatives that could impact enrollment for the next generation. The review of dual credit programs may also be used to strategically evaluate the allocation of funding to redistribute towards programs with more potential if this study shows a program that is not meeting the needs of the university.

**Guiding Questions**

What impact has offering a dual credit program had at Morehead State University in regard to enrollment, retention, and graduation rates?

The dual credit programs at Morehead State University have provided enrollment growth, helped enhance student retention and graduation rates and have benefitted the university in a positive manner.

**Definition of Terms**

There are several academic terms used within this report. The following definitions provides the reader with an understanding of the various concepts discussed in the paper.

Dual Credit – the approach by which students receive both high school and college credit for the same course (Kim, Kirby, & Bragg, 2004)

Dual Enrollment – the enrollment of high school students in postsecondary courses (Kentucky Council on Postsecondary Education, 2006)

Early College - high school students complete a structured academic program that allows them to receive an associate degree or complete the first two years of a bachelor's degree in a designated program or major as they finish a high school diploma Bozeman and Salyer (2011)

Grade Point Average (GPA) - an indication of a student's academic achievement, calculated as the total number of quality points earned over a given period divided by the total number of hours attempted according to the MSU Registrar's Office

Matriculation – To enroll as a member of a body and especially of a college or university; to enroll as a student at an institution of higher learning once graduating from high school (Gertge, 2008)

Student Success – the ability of a student to perform at a high level and achieve their educational goals; Academic achievement measured by grade point average (GPA) (Brannon, 2019; Wilson, Babcock, & Saklofske, 2019)

## **Chapter 2**

### **Review of Literature**

Dual credit is defined as an academic program that allow secondary students to receive high school and college credit for the same academic course. This type of program can occur at the secondary campus, virtual, or on a university's campus. The ability to take challenging, college-level courses during high school allows students to maximize their high school career while also providing options to enhance the high school curriculum, increase access to higher education, improve high school/college relationships and shorten time to degree as well as lower the cost of a college degree (Hughes, Schwitzer, Baker & Mitchell, 2016).

Dual credit programs have grown steadily across the nation over the past 50 years to include over 2 million students annually (Cowan & Goldhauber, 2015). Thomas, Gray and Lewis (2015) found that 98% of 2-year colleges and 84% of public 4-year colleges offer dual credit courses to high school students. Various researchers (An, 2013; Coleman & Patton, 2016; Guzy, 2016; Smith, 2017) also suggest that secondary students who complete dual credit programs also have increased college grade point averages (GPA), improved retention to their second year of college, and graduate from college and certification programs at a higher rate than students who were not enrolled in dual credit.

This capstone followed the example given by the National Association of Concurrent Enrollment Programs (NACEP) Accreditation Manager, Freda Richmond, at the 2019 NACAP South Region Conference in Savannah, Georgia, "While there



are many types of dual credit programs- early college, concurrent enrollment, college in the high school, college credit plus, academies, scholars' programs, dual credit, dual enrollment- they all are part of college in the high school" (personal communication, March 11, 2019).

### **National Educational Acts and Initiatives**

There are some key national legislation and initiatives that created an atmosphere of educational risk taking and help develop the need to look at dual credit options more intentionally. These national programs shook up K-12 education and encouraged more creative pathways to be developed. We see the focus on educational change coming from key pieces such as the 1983 *A Nation at Risk* report, the 2001 Educational Reauthorization Act titled *No Child Left Behind* as well as the 2002 Bill and Melinda Gates Early College High School Initiative.

**A Nation at Risk.** The 1983 educational report called *A Nation at Risk* lamented the state of American education in an increasing global economy. According to Jones (2009), American schools were falling behind other nations at various grades in key subjects, especially science, technology, engineering, and math (STEM) areas. The report called for changes with the high school curriculum to increase the number of math and science classes, and the development of career pathways (Albrecht, 1984), as well as more rigorous courses for teacher education programs and a focus on standardized testing.

**No Child Left Behind.** The 2001 Educational Reauthorization Act was also known as No Child Left Behind (NCLB). Many educators looked at NCLB as a

continuation of the *A Nation at Risk* report without the funding (Jones, 2009). This legislation mischaracterized that over half of the public schools were performing at a level deemed as failing according to several national benchmarks in various subject areas (Ladd, 2017). It also stressed the need for closer partnerships between secondary and post-secondary institutions. The focus on recapturing the senior year set the stage for the dual credit programs to emerge as a viable solution to America's educational problems within the high school setting.

**Bill and Melinda Gates Early College High School Initiative.** In response to the problems identified by NCLB, the Bill and Melinda Gates Foundation started a philanthropic program called the Bill and Melinda Gates Early College High School Initiative in 2002. The goal was to develop 400 early college high school programs across the nation (Berger, Adelman & Cole, 2010). The early college model was designed to have students graduating with an associate's degree or completing the first two years of a university major at the same time as the high school diploma. This initiative also had a focus to increase the numbers of minority and disadvantaged youth into a college setting to offset historical college enrollment numbers that showed a disproportionate number of students not attending college after high school completion (Hoffman, 2005).

The funding focused national attention on this type of program and created instant interest from cash-strapped school districts that were struggling to meet the demands of NCLB and increase minority success rates in secondary and into post-secondary programs (Gilroy, 2014). The ability to complete college courses in high

school led to a redesign of middle school curriculum as well. The curriculum realignment between the end of the high school senior year and the first year of college set the stage for increased partnerships with supporting colleges and universities and led to the rapid growth of dual credit programs that occurred after this initiative. The Bill and Melinda Gates Early College High School Initiative continues to be viewed as a major impetus for dual credit programs (Shear et al., 2008).

### **Legislative and Assessment Challenges**

State policies that allow for funding of dual credit programs sought evidence of successful implementation of initiatives. The collected evidence tends to rely on metrics such as increased student learning and other measurable evidence. It is important to be able to demonstrate successful implementation to taxpayers and legislators to justify previous funding levels and provide a setting for future or enhanced funding options. States have struggled to assess learning in a manner that effectively targets set policies and measures the controlled variables. Kinnick (2012) discussed key aspects of variables when looking at dual enrollment programs. For example, do dual enrollment programs effectively teach leadership or do students with more leadership skills and potential self-select into dual enrollment program?

There still many issues that are inconsistent from state to state regarding dual credit standards. According to Taylor, Borden and Park (2015), there are only 16 states that have mandatory GPA benchmarks for dual credit participation. Half of the states have some benchmark exam score as a requirement. The variance

demonstrates the challenges inherent within administration at a state and institutional level and the lack of designated benchmarks that currently exist.

Various states have tried to capture key indicators of academic improvement to effectively determine success, or demonstrate enhanced student learning, to document learning at the state level. NACEP has created a national benchmarks of dual credit principles. Those guidelines are presented in Appendix A.

### **Underrepresented Minorities and Special Populations**

Gertge (2008) sought to analyze the impact of the state dual credit initiative in Eastern Colorado, a very rural part of the state. In her study of 29 high schools, she was able to identify that colleges were able to increase student headcount as well as credit hour generation by successful implementation of dual credit programs. Throughout her nine-year study, she was able to determine a matriculation rate of the high school student to enroll with the dual credit providing institutions to be 28%.

Gertge (2008) also provided information on the implementation of screening criteria. During the scope of this study, three different admissions benchmarks were used. The benchmarks began with open enrollment, were later raised to minimum academic standards on a state assessment test to a final benchmark that included a set high school GPA and benchmark test score as well as mastery of key high school assessment tools. Gertge (2008) was able to show that enrollments went down and eventually increased as the enrollment standards were raised. The enrollments fell as students did not meet the changing scores but rebounded as student performance

improved ahead of the assessments as students began to understand the value of the program and the importance of these state assessments.

Taylor, Borden and Park (2015) saw similar results as well as an over 30% increase in college enrollments and over 20% increase in those who completed college. The results were larger for students of color and low-income students who had completed dual credit courses in high school. Their study demonstrated the ability for dual credit to truly benefit students that have historically been underrepresented in college enrollments over time (Taylor et al.). The ability for students of color and low socio-economic status to increase college success is a key result that warrants additional study.

Ganzert (2013) determined that positive results for GPA and increased graduation rates were earned by non-white students and females during their community college attendance in North Carolina. This study was reinforced by Taylor et al. (2015) and provides insight to an underrepresented minority (URM) student population that has gathered more attention over time. URM students are growing demographically and their success will be a required indicator of the P-16 education system in the near future (Ganzert).

### **Economic Development Initiative**

The focus of dual credit in Kentucky has been more of an economic outcome according to Bowling, West, Hausman, and Clutts (2015). The loss of a resource extraction-based economy necessitates the need to become more educated to be better positioned for today's information-based economy. Students need to be better

positioned with exposure to dedicated career pathways in order to maximize success after high school completion. The intentionality of using dual credit options to a better economic future for Kentucky students has potential.

A primary focus for the dual credit programs in Kentucky is financial savings. The tuition savings associated with dual credit courses is significant. It also is noted that Kentucky is one of the last states that continues cutting higher education funding following the recession of 2009. The Kentucky Dual Credit Scholarship program, which started in 2016, provided funding for all Kentucky students to take two dual credit courses during their high school career at no cost to the student or parents (Billings et al., 2018). Students can take additional dual credit courses at a reduced rate after these scholarships have been used.

North Carolina is also using dual credit as an impetus to move and transition from an agriculturally based economy with a historic presence in the manufacturing and production of furniture- economic models that are quickly becoming outdated and not feasible for today's students- to a more information-based economy. The North Carolina State Department of Education has transitioned to rebrand and open over 150 high schools in the past 10 years that are focused on providing college options, up to an associate degree for its students (Hoffman, 2009).

### **Curriculum Alignment Issues**

One of the key findings of the Hornbeck (2019) study was a call for more successful curriculum alignment between high school and college. Hornbeck discovered that there was significant overlap of curriculum between the last 2 years of

secondary school and the first 2 years of post-secondary education. The ability to effectively align content between high schools and universities allows for interesting and challenging courses with high academic rigor to be offered to students as well as students being more engaged by courses that that were not repetitive and boring.

Hornbeck (2019) called for a reduced student to counselor ratio in North Dakota. While the ratio at the time of the study was 400+:1, a goal of moving to 250:1 was established. The administrative need was credited to the increased communications and call for more frequent testing on college benchmarks for all North Dakota students as well as a renewed focus on providing remediation services to ensure that all students who graduate are ready for post-secondary options. Wright and Bogotch (2006) also identified the need for increasing the number of guidance counselors to better support dual credit initiatives.

Stephenson (2013) lays out the need for a state-wide assessment program. The largest dual credit provider in the Commonwealth is the Kentucky Community and Technical College System (KCTCS). Stephenson notes that within the 16-campus system, there is a lack of collaboration, standardization of processes, fees, processes, and even an increase in competition between community college locations. It also calls for a cohesive assessment program to be developed that would provide commonalities within KCTCS as well as with other dual credit providers.

Decker and Koppang (2006) found evidence that students who took dual credit courses in high school were able to finish college degrees within four years whereas students who did not participate in dual credit options required more than

four years to earn their degree. More focus is being placed on postsecondary institutions to graduate students in a timely manner. Any increase in a four-year graduation cohort has great value to enrollment and retention administrators on the college campus. The ability to have students begin their first-time freshman year with a number of credits earned increases the likelihood of these students reaching key performance indicators that increase the chance of success academic progress including college graduation.

Conley (2004) and Haught (2008) both studied the 12<sup>th</sup> grade year and proposed that major curriculum change be implemented to incorporate hands-on experiences to enhance student learning at the high school level. The capstone or senior projects could be tailored to explore vocational options and provide a more real-world experience into a high school setting. Project-based experiences could incorporate college-level learning and include a dual credit component designed to increase the number of students receiving some type of credential as they exit high school.

**Texas.** To effectively gauge the progress of the 2000 Texas law called Closing the Gap, Mansell (2014) sought to determine why students elected to participate and why they elected not to participate in dual credit courses. It was determined that students need improved communications and partnerships with high school administrators to improve dual credit participation rates. Increased communication should begin when the students are in 8<sup>th</sup> grade in order to maximize dual credit readiness and participation rates. It was determined that the shortage of



high school counselors was an impediment to maximum dual credit participation. There simply were not enough guidance counseling staff to have student conversations as well as parent involvement programs to increase knowledge of these options. It was also stressed that partnerships with universities and dual credit providers are a key component to better serve students and parents.

Eklund (2009) stated that Texas failed to collect student performance in dual credit at the state level, nor did it track college student performance data for traditional college students. The inability to collect data failed to provide assessment information on student progress for years. There were other studies that tracked corresponding data such as Advanced Placement (AP) courses and International Baccalaureate (IB) curriculums. The corresponding information has been used to extrapolate results on dual credit performance or lack thereof until this data was available to be assessed at a later point in the Closing the Gap legislation.

**Virginia.** Andrew (2004) analyzed the impact of dual credit on student performance at Southside Virginia Community College. The study noted that students received more college credits through the transfer program and not the one that they received their dual credit courses from. The dual credit students also demonstrated an increased GPA, increased retention to the sophomore year of college as well as the ability to graduate college faster than students who did not earn dual credit hours in high school.

### **Academic Subject Performance**

There has been frequent criticism of dual credit by university faculty as well as some secondary leaders. Criticism usually is focused on the lack of academic rigor and the inability of high school students to perform at college levels due to their different course schedules, classroom environment, and teaching performed by non-university-based faculty (Burns, Ellegood, Bernard, Duncan & Sweeney, 2019; Farrington, 2018). University faculty see the number of students who enter college each year requiring remediation in English and Math and question the validity of instruction and student performance in high schools (Hughes, Schwitzer, Baker & Mitchell, 2012; Stern, 2013). Part of this frustration is a protection of turf as college faculty see more and more students taking introductory courses in a high school setting and not needing to take those on the college campus. There have been questions about who can best provide college level instruction? or can high school faculty provide a satisfactory product? There are additional questions about students, with limited life experiences, being able to participate in college level discussions and writing assignments. Colleges writing classes have often encouraged discussion and reflection on life events some high school students may not have experienced.

**English and writing.** Tinburg and Nadeu (2013) noted a distinct difference in teaching styles in high schools versus university settings regarding college writing courses. High schools, in response to their daily schedule, increased enrollments and larger courses often taught a more procedural writing style which stressed key elements that could more easily be taught and assessed than one would on a college

campus. Tinburg and Nadeu (2013) also described how dual credit students were able to successfully complete college level writing courses and called for increased participation by college English faculty in the development and administration of dual credit programs and curriculum alignment partnerships between the high schools and their post-secondary partners. These alignments would include basic composition structure, composition, and the ability to develop key concepts into actionable activities that meet or exceed a stated prompt.

**English as a Second Language (ESL).** English language learners have many more barriers than students who learned English as their first language. These students are labeled as ESL and receive accommodations to help them succeed in the academic environment of secondary and postsecondary institutions according to Warner (2018). Often, their ESL designation is enough to label them “at risk” or to steer them toward a less rigorous academic curriculum and away from dual credit opportunities. There have been many barriers such as decreased test scores based on their ESL status, often beginning education at a level behind their primary English speaking cohort students that have created disruptions such as the need for interpreters, bilingual instructors or textbooks within the school system. These challenges created issues that limited access to academically rigorous courses and systematically pushed students to more tech prep or CTE career paths that do not have as much academic rigor as AP or dual credit courses.

**Chemistry.** With so much focus on STEM courses currently, Devathosh (2018) was able to demonstrate that early college students outperform traditional

college students in introductory college chemistry courses. The interesting aspect is that the targeted early college students were low socioeconomic status and had no prior plan to pursue postsecondary education. The students were able to demonstrate academic success by completion of an associate's degree with their high school diplomas. White, Hopkins and Shockley (2014) showed that even when the same high school instructor teaches both sections, the dual credit student performs above the traditional college student in 100 level Chemistry courses.

**Nursing.** Ott and Fernando (2018) looked at success with three pre-nursing foundational courses - chemistry, math, and nursing pharmacology - using several different factors such as age, gender, high school GPA and participation in a dual credit program. It was determined that dual credit students did score higher in these courses than other students. Success in dual credit courses had been established as key foundational requirements towards completion of the nursing degree in this study.

**Career and technology education (CTE).** In response to a 2005 policy change, Virginia began a program called "Grow by Degrees" designed to add 100,000 more college degrees by 2024 (Pretlow & Wathington, 2014). Dual credit was an identified first step towards this goal. This program was initiated by Governor Robert McDonnell and revamped by Governor Mark Warner in response to President Barack Obama's challenge to increase the number of college graduates in 2009 to a Joint Session of Congress (Obama, 2009). The program, Grow by Degrees, was multi-faceted and included additional funding to K-12 schools, increased access to Career and Technology Education (CTE) programs, increased teacher training standards

within the university's College of Education but looked primarily at dual credit to expand postsecondary success rates.

Foster (2010) studied the Oklahoma Cooperative Alliance Program that was focused on using dual credit courses to increase the number of students receiving an associate's degree in a CTE field. The study demonstrated that students who earn dual credit hours have higher college GPAs, are retained at a higher level, and earn more college credits than students who did not.

Stern (2013) also demonstrated that dual credit courses in CTE provided additional academic options for a larger population of high school's students. It also showed that the additional academic support increases benchmark scores in the Boone County, Kentucky school district that was observed.

### **Challenges and Limitations**

While dual credit programs appear to have very positive attributes and lead to increased GPA and college completion rates, there are some limitations that the programs need to address and be cognizant of according to Hofmann, Vargas and Santos (2012). Some of the issues listed often lead to criticism and are used to advocate for other academic options. These issues are frequently debated and identified as reasons to avoid dual credit programs. They include qualification of the faculty, disillusionment, and poor or the lack of advising.

**Qualification of the faculty.** The high school faculty are often evaluated and approved as university adjunct faculty members, but they often do not have the same qualifications that one would find of a faculty member on a college campus. Usually,

the high school faculty are not providing scholarly research or are active participants within the university academy (Jones, 2017; Mercurio et al., 1982).

**Disillusionment.** There is research that shows that some students become dissatisfied or discouraged with the amount of work required with college level academic rigor and may withdraw from the dual credit options (Karp, 2015). These students are also shown to withdraw from the high school setting at a higher rate than students that did not participate in dual credit programs. An (2015) also looked at high achieving students who elected not to participate in dual enrollment programs at their high schools. Often, school districts and university partners fail to identify the reasons or make accommodations that would permit more students to participate in various types of credit earning programs that may be impacted by high school guidance counselors or others in positions to influence. There are also students who, once exposed to the academic environment and academic rigor, realize that they are more interested in more individualized academic path that occurs outside the college setting such as Alex Pace (personal communication, August 3, 2020).

**Poor or the lack of academic advising.** There are also issues where students take college hours that do not count or fit into an academic degree program. Often, we see students and parents who are focused on gaining a certain number of college credits in high school and through a lack of intentional advising and communication, take courses that do not count towards an identified major or general education block according to research conducted by Atchison et al. (2019) and Lambert and Mercurio (1986).

## **Conclusion**

Dual credit is a program that can have a positive impact in adding value to the high school/post-secondary experience for today's students. It has positive benefits in expanding student achievement and provides increased learning and skill obtainment by course subject and through various student demographic groups. We do need to make intentional positive change to the programs across the various states.

Karp (2012) identifies three areas where positive faculty interactions and additional course options can be focused. These include having a college experience that includes increased academic rigor and expectations of a college student, identifying and focusing that this is a college experience and not a high school experience. Lastly, we see a focus on practicing the role of a college student. The dual credit enrolled students need to make college level decisions on course enrollment, study habits, and being exposed to decisions and repercussions that are frequent to all college students.

Dual credit programs are an invaluable option to increase academic rigor and expose more students to college level work. The ability to take college classes in the high school setting is a great alternative to battling students with senioritis or ones that have lost the academic focus that occurs at the conclusion of a high school career. There is much work to be completed on the secondary and post-secondary sides to improve these programs and work to increase visibility and tear down any fear-based thoughts that hinders these options to more students through increased course offerings and improvements within the Teacher Education programs nationwide.

### **Chapter 3**

#### **Methodology**

The project was designed to capture a historical perspective of events that led to the development and enhancement of dual credit programs at Morehead State University. This capstone could be used by current and future administrators to assess and develop future action plans to benefit the university through targeted recruitment efforts or segmented actions to identify and work for specific goals from specific academic departments or high school areas of excellence.

The capstone can also be used by secondary school administrators and leadership team members to identify trends and best practices. The information provided could be beneficial in course alignment between secondary and postsecondary curriculum. The research could be used to look to determine the impact of additional dual credit coursework being offered at the secondary school and the potential impact at the postsecondary campus.

The capstone examined the impact of dual credit programs at Morehead State University on enrollment, retention graduation and student success. The capstone will be available to other dual credit administrators and researchers to evaluate the impact of dual credit at another location within the literature. The narrative will also help expand dual credit understanding of national norms in a regional, rural portion of east Kentucky that has been underserved historically. The capstone can be used to support dual credit efforts and lobby for additional funding at the postsecondary level. The final report provides information on a historical basis of how a dual credit was



implemented and provide examples of best practice and data for key decision-making activities.

### **Research Design**

The capstone is a historical research design using a microethnological approach which is within the qualitative inquiry family. It utilizes a case study of dual credit programs at Morehead State University as the subject and all of the national research is compared to the results of student success at Morehead State University.

The historical approach involved various documents, and enrollment records to give an understanding of the path taken by the dual credit programs. Information on historical enrollment, matriculation, academic performance of dual credit students was requested through the Morehead State University Office of Institutional Research or obtained from various annual reports and program documents. A series of interviews were also conducted to glean information on various grant programs and historical administrative efforts that formed a formal dual credit program at Morehead State University. The institutional data were collected through the established data request process available to Deans, Chairs and Directors at the university.

### **Procedures**

As the current dual credit administrator at Morehead State University, there is a large amount of institutional knowledge that should be captured. This is also an excellent opportunity to do a comprehensive assessment of dual credit programs at Morehead State University. The data collected identified trends and accepted outcomes that have been consistent throughout various postsecondary institutions

across the nation. This capstone allowed a chance to compare accepted knowledge to results obtained at the university.

The Office of Institutional Research (IR) is the official data source for Morehead State University. They are responsible for generating reports used at the state and federal level detailing enrollment, graduation, and student success. They also publish various reports and work with university administrators to provide information that can be used in decision making, reports and presentations as well as serving as archival information to document university growth and various accomplishments.

The following information was requested from Institutional Research Office:

- Matriculation from dual credit student to first-time freshman by year
- Freshman year GPA of dual credit student's vs the first-time freshman cohort GPA by year
- Retention to the sophomore year of dual credit students versus the first-time freshman cohort by year
- Graduation rates of dual credit students versus non-dual credit students by year.

### **Data Analysis**

The data collection for this study was requested or provided within various annual reports from the Morehead State University Office of Institutional Research. Information on student success, graduation, retention, and matriculation has been

collected over the last nine years. This material has been captured over time for dual credit students as well as non-dual credit students. The ability to compare the various data points and summaries allows results to be reached. These reports were summarized, and assumptions were made on the differences between students who completed dual credit program against those who did not. The difference in grade point average as well as changes in graduation and retention rates were used to show increased performance of dual credit students. This information was also used to project dual credit student's future performance and maximize any benefits that occur from increased graduation rates, retention rates and student success measurements.

## **Chapter 4**

### **Findings and Results**

The dual credit program at Morehead State University has provided enrollment growth, helped enhance student retention and graduation rates and have benefited the university in a positive manner. In this chapter, university generated data will be used to demonstrate the impact of the dual credit program on enrollment, retention, graduation as well as student success. The data will show the positive impact that occurred and will mirror the national results of dual credit programs that was also captured in Chapter 2.

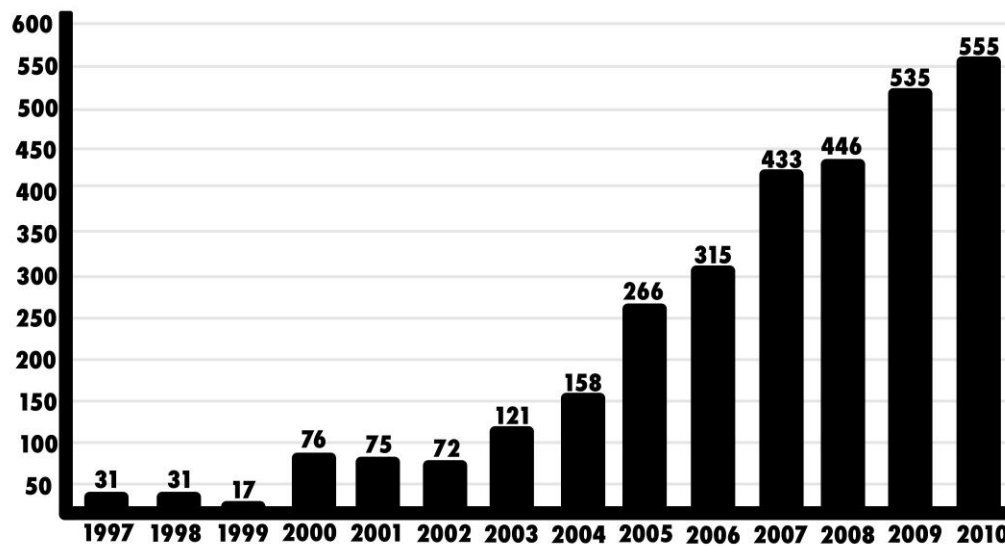
This capstone will also be shared within the Academic Affairs leadership at Morehead State University. It will be used to provide a baseline of understanding to the Provost, President as well as the Assistant Vice President of Enrollment Services. The information will be provided to educate and enhance understanding of dual credit programs at Morehead State University. This project will also serve as a key input for this Southern Association of Colleges and Schools Commission on Schools ten-year review that is taking place this year.

#### **Enrollment**

Enrollment in the late 1997 through 2002 was the result of minimal activity as indicated in Figure 1 which shows the number of dual credit students enrolled at Morehead State University annually. These could be students enrolled and attending college classes at their high school, online or at a Morehead State campus (regional or main campus). A decision was made to target children of faculty or other high

achieving students in neighboring counties to attend and take classes on the Morehead campus location. The results were minimal, and this was simply another activity that needed to be checked off a list that was focused on first time freshman enrollment.

The focus was to accomplish this quickly and move on to other activities.



*Figure 1.* Student Headcount from 1997 to 2010

Source: Morehead State University Profile, 2004, 2009, and 2011

**Teacher Cadet.** In 2002, a grant program called Teacher Cadet was initiated in the College of Education as part of a Teacher Education Model Program (TEMP) (Jill Ratliff, personal communication, September 16, 2020). This program was designed to establish a model for teacher education student recruitment and retention. This also had an effort to build partnerships between the Kentucky Community and Technical College System (KCTCS) and high schools in the Lexington area as well as a few targeted service region high schools. Credit was originally awarded through

the KCTCS partners. EDF 207, Foundations of Education, was the course that was offered as it was one of the core courses required before a student can apply to the Teacher Education Program. The program lasted through the 2009-2010 academic year and ended with six high schools offering the EDF 207 course.

- Bath County High School
- Bracken County High School
- Elliott County High School
- Fleming County High School
- Leslie County High School
- Mason County High School

These schools were eventually absorbed into the Early College program in 2011. The College of Education also later changed the course offered through dual credit from the EDF 207 Foundations of Education course to EDF 100 Introduction to Education in 2013-2014 to avoid accreditation requirements.

The enrollment of the Teacher Cadet program almost doubling in size during the early years of its implementation specifically from 72 students in 2002 to 158 students in 2004. This College of Education initiative did lay a very important foundation for further success of dual credit programs as it included a summer training program for faculty and incorporated the campus visit and student ID aspect that became important to the program's identification and expectations.

**TRIO-** The Trio programs are college outreach and student success federal programs designed to assist income eligible students who will be/are first generation college students. The programs provide services from K-12 and during the college career according to Sabay and Wiles (2020). At Morehead State University, students began taking dual credit courses in 2005 when dual credit enrollment increased by 108 students (see Figure 1). Students began taking some college readiness courses that were listed as special courses usually for 1 college credit. As the TRIO programs grew at Morehead State University, with more successful grants being approved, dual credit enrollment within the TRIO has also grown with more than 400 students participating as part of Upward Bound and Talent Search programs.

**CAP.** The College Algebra Program (CAP) program was a math initiative that focused on improving math instruction through the intentional partnerships between the University of Kentucky, the Morehead State University Math department, Hawkes Learning Systems, and eight targeted high schools in counties surrounding Morehead, Kentucky (Morehead State University, 2007). This program began in 2005-2006 and involved a free graduate course for high school math teachers as well as providing the Hawkes Learning System, at no cost to participating students.

This grant project, funded for 3 years through the Kentucky Council for Postsecondary Education (CPE), was designed to improve math education at the secondary level and reduce the need for remediation at Morehead State University. It ended in the 2010-2011 academic year and was replaced by the various math course

offerings in the Early College Program. CPE eventually prohibited the use of developmental courses for dual credit in the 2016 (Appendix C: KY Dual Credit Policy) and later, this prohibition of remediation through dual credit courses was added into state law KRS 164.786 (Appendix D).

The CAP initiative was incredibly valuable to dual credit efforts at Morehead State in that it built a culture of outreach within the Mathematics Department and the College of Science. The ability to have a department (as well as key members of the College of Education) demonstrating regional outreach and offering dual credit before the rest of the university departments was so beneficial. The standard that was set by the Mathematics Department served as a model that was replicated across the departments and colleges with the roll out of the Early College Program in 2011-2012 academic year.

The CAP program was the largest precursor to the development of dual credit programs at Morehead State University and its impact in enrollment is demonstrated in the enrollment growth that occurred from 2005 (266 students) to 2010 (555 students) as the program basically doubled in enrollment (See Figure 1). The ability of the Early College Program to absorb and expand on the CAP program during this time frame allowed the program to continuously grow and not have to develop without the success of this grant program.

**Early College Program.** The impetus of the Early College Program began with a vision shared by President Wayne Andrews to a group of administrators, College Deans, Department Chairs, and cabinet members in December 2010. His



vision included statements that all students in Morehead State's service region should have the opportunity to graduate high school while earning 24 college hours and with a nominal fee be charged to the districts instead of billing the students at full tuition rates. This meeting, along with the short time leading up to the 2011 Fall semester, dictated a deep dive and education about dual credit programming, administrative oversight, and curriculum alignment between secondary and post-secondary partners.

The naming of the program was an interesting experience. President Andrews suggested and pushed the name, "Early College." According to Bozeman and Salyer (2011), Early College is an academic term that means high school students complete a structured academic program that allows them to receive an associate's degree or complete the first two years of a bachelor's degree in a designated program or major.

The dual credit program at Morehead State University was never designed or intended to provide this outcome. It was designed to provide rigorous academic options, preferably at the high school location and allow students to be introduced to the college level learning so they would matriculate and graduate from college at a higher rate. President Andrews liked the name, so it was chosen. The name did create some confusion with some of the more knowledgeable secondary leadership teams as many were interested in providing this option to key subsets of the high school population. While Morehead State University did and continues to participate in many high school early college programs, we do not award the associate degree and merely support and provide key courses for the individual high school students as the degrees are awarded by the various KCTCS providers.

During this program design phase, there was considerable time spent comparing various dual credit funding models. The depressed, economic region that makes up the Morehead State University service region also presented a unique challenge. The high rates of secondary students on free or reduced lunch programs challenged the University to identify a funding model that did not exclude large groups of students in the partner high schools. The ability to fund a program while allowing large groups of low socio-economic students was a major challenge.

The funding model eventually decided upon featured a sliding fee that was paid from the various board of educations to Morehead State University. The scale was offered on a per course basis of:

1 course	\$500
2 courses	\$750
3 or more courses	\$1,000

This funding model was designed to be no cost to the student. The students could take as many courses as were offered by Morehead State University at their high school. The model provided a platform that did not penalize a student based on their ability to pay. The Early College program allowed bright, academically ready low-income students have the same academic options as more wealthy classmates. The Memorandum of Agreement (MOA) used between the partner Board of Education and Morehead State University is included in Appendix E.

The Early College program was met with incredible demand. Schools were very interested in implementing dual credit programs on a low or no cost basis. This

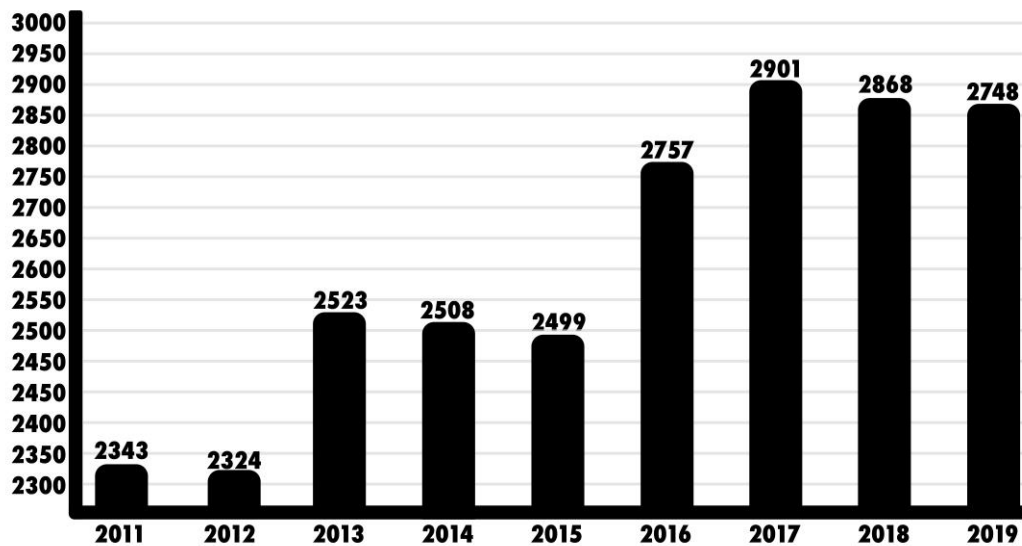
allowed secondary schools to demonstrate that they were offering college level learning and academically rigorous courses for their most prepared students. The schools were able to placate parents of high achieving students by offering courses with increased academic rigor and the association of a regional university. There were over 40 different high schools that joined the Morehead State University Early College Program during the 2011-2012 academic year (Appendix F).

The Early College had around 40 academic department approved courses (Appendix G) to offer during the 2011-2012 academic year. The different academic course offerings provided by neighboring school districts also created an academic arms race in that the high schools needed to offer a comparable number of dual credit courses or address the discrepancy with parents or other community leaders. Schools were under pressure to offer a comparable slate of dual credit courses or be viewed as less than competing, neighboring school districts.

This created an unprecedented enrollment growth that the university had not planned for. The enrollment goal for the 2011 fall semester was an ambitious 1,000 students. That goal was crushed with an initial class of 2,343 Early College students as presented in Figure 2.

During the 2013-2014 through 2015-2016 academic years, the program was on a strict guideline of no enrollment growth above 2,500 students. Interim Provost Gerald DeMoss wanted the program and supporting academic departments to have more time to better support students and faculty who were teaching at the partner high schools. President Jay Morgan began a discussion of reaching 3,000 students during

the 2016-17 academic year and that lead to an enrollment bump of 2,901 as the program reached out to districts in northern Kentucky as well as more intentional work in the Lexington areas.



*Figure 2: Early College Headcount from 2011 to 2019.*

Source: Morehead State University, MSU Profile 2016 and 2020

**Eagle Scholars Program.** Prior to the 2018-19 academic year, a decision was made that a name change was warranted to help change the perception for the Morehead State University dual credit program. The university's president, Dr. Jay Morgan, had experience with dual credit at the state level and thought that the program name was more associated with low cost instead of academic quality. The name, Eagle Scholars Program was chosen after considering several other options with an intentional effort to showcase academic quality and increased academic rigor.

The name change did resolve the miscommunication involved with the use of Early College when the program did not meet the definitions of the awarding of an associate's degree that is normally part of an Early College program.

Dual credit enrollment has remained remarkably stable since 2016. There has been some movement among high schools moving from Morehead State University to another dual credit provider based on faculty retirements or new hires. There has also been an intentional decision to not seek new partner high schools based on program resources. New partner high schools that were selected had very high student success rates, geographic proximity within 2 hours travel of MSU and increased populations of URM students.

**Summary.** Dual credit enrollment at Morehead State University can be described as a happy accident. The university benefitted from an innovative program that happened as the dual credit demand was developing across the state. The foresight to be receptive to districts outside of Morehead State University's traditional service region aided enrollment growth tremendously. The ability to form partnerships with districts in areas with a growing population base has set the program up for extended enrollment success in the coming years.

### **Matriculation Trends**

Matriculation, from a dual credit student to a first-time freshman, is a key indicator for dual credit programs. The ability to create an enrollment pipeline from dual credit students allows the university to recruit a population familiar with the institution as well as its processes. The dual credit high school students have also

received recruitment materials and scholarships offers longer than most students due to the dual credit enrollment process and input into various university administrative systems.

There are also various recruitment activities that the students participated in during their dual credit experience. The idea was that the familiarity and integration as a college student who help them feel more comfortable and select Morehead State University as their college of choice for the undergraduate degree.

The dual credit matriculation rate of dual credit students enrolling as first-time freshman at the dual credit sponsoring institution is between 25% and 33% according to various research conducted by (Gertge, (2008); Jones, (2014); Kinnick, (2012). This rate would correlate to other decision points such as tuition costs, public versus private, community college versus 4-year institution, selection of academic major, and location. It would also represent those students who choose not to matriculate to college after completion of high school.

Table 1

*Matriculation Rates*

Academic Year	Matriculation rate
2009-2010	21.4%
2010-2011	19.0%
2011-2012	18.0%
2012-2013	16.0%
2013-2014	30.2%
2014-2015	31.0%
2015-2016	20.1%
2016-2017	25.0%
2017-2018	19.6%
2018-2019	17.6%

Source: Morehead State University, 2020a

At Morehead State University, dual credit students receive priority awarding of academic scholarships, housing assignments, and priority scheduling of college courses due to their information being already entered into the administrative system. Students are eligible to receive a student ID which allows them access to campus events and services such as the library, recreation and wellness center, and athletic events. The ability to be on campus and participate in tutoring services or eating in the food court gives an insight to the campus experience in a measured rate.

The matriculation rate at Morehead State University (Table 1) has been somewhat lower than the national average of 25 to 33% with a 10-year average of 21.79%. This is due to several factors. These include an expanded recruitment territory, an increased number of students to serve, and the lack of a coordinated

recruitment plan. The Early College and Eagle Scholars programs has been used to open new recruitment areas and establish relationships in areas that the university historically have not recruited or been intentional with due to having dual credit offerings at the districts high school. These partner relationships have occurred with excellent high schools where Morehead State University has recruited few, if any students, previously.

The program was used to increase awareness and develop affinity for the university. The partner high schools (Appendix H) often have a history of sending students to other, often closer or more familiar, postsecondary institutions. The ability to build a recruitment pipeline into areas of economic growth, higher family incomes, and lower unemployment rates served as a transition area from eastern Kentucky, which has been having consolidation of public schools, a history of poverty, and high unemployment that makes higher education more difficult.

The problem with explaining the matriculation rates dips and rises is that so little has been intentionally targeted to these students. While the Office of Enrollment Services had recruited these students, they were usually focusing on schools where they have a pattern of higher enrollment of students. There has also been a high rate of turnover in Enrollment Services professionals that leads to constant training and a focus on making the largest class in the following August with less attention on what is available in the next 5 to 10 years.

There have been scholarship funds targeted at dual credit students, but they are usually just a gap scholarship for students who have unmet need as determined by



the Free Application for Federal Student Aid (FAFSA). Since the areas of financial need are primarily within the Morehead State University's 22 county service region, these funds are consolidated within the historic partnerships and fewer students from new partner schools' districts are eligible.

There is also an issue with increased competition within the dual credit providers. Most high schools partnered and offering dual credit courses from multiple 2- and 4-year providers. The sheer number of providers and the limited number of dual credit students who are eligible to be recruited as high school seniors do create a bottleneck of opportunity and lead to increased marketing and competition to this target market. Students were being advised to choose various academic courses and competing dual credit options earlier in their high school career. Students may be steered to avoid one dual credit provider based on issues with transportation, textbooks, and different or increased tuition rates.

The biggest intentional effort made to impact matriculation was in the 2015-2016 academic year. During this year, a one-year effort was made by hiring an Enrollment Services counselor to recruit dual credit partner schools. This recruiter focused on improving matriculation rates and helping to solidify the recruitment pipelines from these schools. The recruiter visited schools, spoke with MSU dual credit classes, and contacted students by phone, email and through social media. Unfortunately, the efforts of the recruiter were met with an 11% decrease in matriculation that occurred in the 2016 fall enrollment (Table 1).

**Freshman Year Grade Point Average**

Overall, dual credit students at Morehead State University have a higher-grade point average (2.86 vs 2.75 GPA over the past 13 years) after the freshman year, are retained, and graduate at a higher rate than non-dual credit students. The university benefits from increased enrollment and increased affinity by students, parents, school leadership teams, and school superintendents. The access and familiarity also provide a platform to increase enrollment of first-time freshman by the Office of Enrollment Services.

The Kentucky Council for Postsecondary Education (2020) issued a report in December 2020 that stated underrepresented students who completed dual credit courses had an increase of 7.5% on earning a 3.0 college grade point average in a study of Kentucky college students. White and Asian students showed an increase of 9.4% in reaching the 3.0 college grade point average.

Table 2

*Freshman Year Grade Point Average*

Cohort Year	Dual credit GPA	Cohort GPA
2007	2.91	2.68
2008	2.94	2.67
2009	2.74	2.69
2010	2.84	2.60
2011	2.68	2.60
2012	2.78	2.70
2013	2.78	2.73
2014	2.80	2.64
2015	2.80	2.64
2016	2.92	2.87
2017	2.96	2.92
2018	3.02	2.94
2019	3.03	3.02

Source: Morehead State University, Institutional Research, 2019

**Retention to the Sophomore Year**

Retention from the freshman to sophomore years is one of the most well-known university measures. Students must be able to be retained beyond the freshman year to gain the additional results and measures needed to become a college graduate. Table 3 demonstrates that dual credit students are retained to the sophomore year at a slightly higher rate than the freshman cohort.

Table 3

*Retention to the Sophomore Year*

High School Graduation Year	Dual Credit Retained	Cohort retained
2007	78.2%	66.0%
2008	81.9%	71.0%
2009	69.4%	67.1%
2010	78.4%	72.7%
2011	69.4%	66.2%
2012	66.9%	69.1%
2013	69.7%	69.6%
2014	63.2%	65.7%
2015	69.2%	70.7%
2016	69.5%	72.3%
2017	73.4%	73.7%
2018	71.2%	73.2%
2019	77.6%	75.8%

Source: Morehead State University, 2019

**Four Year Graduation Rates**

In looking at the literature and the impact dual credit has on college graduation rates, the four-year graduation rates at Morehead State University were examined. When comparing students who entered the Fall cohort as a first-time freshman (FTF) after earning dual credit, dual credit students were graduating at almost twice the rate of students who had not earn dual credits. These results are consistent with the work of An (2013), Coleman and Patton (2016), Guzy (2016), and Smith (2017), and demonstrate that dual credit students graduate from college at a

higher rate than students who did not participate in dual credit options. These results are summarized in Table 4

Table 4

*Graduation Rates*

Year	Dual Credit Students	MSU Cohort
2010	46.7%	20.6%
2011	32.1%	16.7%
2012	43.0%	21.0%
2013	42.3%	20.6%
2014	44.0%	18.1%
2015	54.2%	20.2%
2016	54.9%	28.4%

Source: Morehead State University, 2017a.

**Summary**

These various data points were collected and designed to showcase that the dual credit program at Morehead State University has provided academic benefits to both students and the university. The dual credit students at Morehead State University follow national trends for student success at other dual credit providers from across the nation. The students have increased rates of success based on their status as dual credit students. These findings have been documented and held over a number of years but especially during the last 10 years when the dual credit program at Morehead State University has been one of the largest programs in Kentucky.

## **Chapter 5**

### **Conclusions, Actions, and Implications**

This chapter provides the conclusions and recommendations based on the information collected in this study. The information is designed to provide a historical context of dual credit at Morehead State University and be used to help shape dual credit initiatives into the future. The information provided has been used to shape dual credit policy within the Morehead State University partner high schools.

#### **Summary of Results and Findings**

The data and results compiled within this capstone demonstrates that the dual credit program at Morehead State University has provided positive results in enrollment, retention, graduation, and student success. The data presented in Chapter 4 demonstrate that the Morehead State University dual credit has met national standards in areas of retention, graduation, and student success as evidenced by GPA. The historical context shows the exponential growth that occurred within the past ten years. Figure 1 details the dual credit enrollment from as small as 17 students (1999) to 555 students in 2010 before the Early College Program began. Figure 2 displays the enrollment of the Early College Program that captures the increased enrollment over the past 9 years from 2,343 in 2011 to 2,901 in 2017. The impact on retention, graduation and headcount have been addressed in more detail previously.

#### **Limitations, Delimitations, and Assumptions**

**Limitations.** There are some natural limitations of this capstone. It is increasingly difficult to single out the impact of dual credit without some additional

work to classify college readiness or academic ability of the secondary students. Do dual credit students have higher grade point averages because of dual credit access or were they better students before taking dual credit courses?

It is also hard to show impact of dual credit on the college selection process. Matriculation does not make exceptions for lowered scholarship offers or lack of desired majors. While the dual credit program had been concentrated within a two-hour drive of Morehead, Kentucky there have been dual credit students taking online courses from different states and foreign countries. There are significant factors of the college decision making process that may be larger contributors than being an institution who provides selected dual credit courses at a particular high school.

A key limitation of this capstone was that it does not capture information by high school. The limitations and barriers of collecting high school data for almost 60 high schools would be above this study. The information examined was from the university side. Incoming high school grade point average was collected to show success and college readiness at the completion of the secondary career. The additional access to various postsecondary institutions is a barrier that has not been resolved at this time. Information has been collected at Morehead State University of students taking dual credit courses from other dual credit providers but that creates additional issues that were outside of this capstone.

**Delimitations.** This study was designed to look at the results obtained at Morehead State University. It was not intended to look at or compare the results obtained by the various high school partners. It was not intended to look at or identify

specific courses that led to increased college going rates. It was not designed to identify the optimal number of dual credit courses taken that would provide the maximum increase in college attendance.

**Assumptions.** There were some standard assumptions that have been made within this capstone:

1. The information provided by the Office of Institutional Research and Planning had been accurately kept and reported.
2. Student matriculation was based on dual credit participation and was not affected by scholarship offers, location, or academic programs that are offered.

### **Recommendation**

The Eagle Scholars Program at Morehead State University is currently focused on headcount of dual credit students. The focus on headcount comes at the expense of matriculation but also provides additional revenue to the university. The university has run this program for 10 years with minimal investment and can continue to do so but it would be more successful with more intentional direction from the administration. There needs to be a more intentional acceptance of the dual credit program by the different university colleges and academic departments. The following recommendations should be considered for the successful continuation of the dual credit programs at Morehead State University:

1. Move the dual credit unit into Academic Affairs. Dual credit was originally located in Academic Affairs under the Adult and Continuing Education unit. While this was not the ideal location for it, it did provide recognition that the



dual credit program was an important academic initiative for the university. When the dual credit program was moved to Student Affairs, the focus became more of a recruitment initiative and less of an academic component of the university.

The proposed location to Academic Affairs would be within an academic college. This could be either the College of Education due to the role of university relations with the school districts and leadership teams or to the College of Humanities based on their high utilization of dual credit courses such as ENG 100, 200 and foreign language. While math courses are also a large component of courses offered and student enrollments, the College of Science is a secondary partner with the other departments and courses offered.

2. Reorganize the Eagle Scholars Unit. The administrative assistant for the dual credit unit has never reported within the dual credit hierarchy. The Early College and Eagle Scholars Program has always been a single employee. The administrative support position, the Eagle Scholars Coordinator has historically been under the Registrar. This position was placed within the Registrar's Office due to the responsibilities of entering final grades into students' files and to provide some additional office assistance as needed. This position needs to be placed within the Eagle Scholars unit and report to the Director.

3. The dual credit program at Morehead State University is too large and needs to be "right sized" to enhance a regional state university that has a student enrollment of 10,000 students. Would the program be more successful if it focused on a smaller student population? Does a program that represents 29% of the total

headcount provide a long-term benefit to the University? What should be the ideal size for a dual credit program? Does the dual credit enrollment percentage from our benchmark institutions provide guidance? This is an area that very little research has been focused on.

### **Future Actions**

The key driver for the dual credit programs at Morehead State University has been enrollment. How can we reach 3,000 students? How can we expand more into the Lexington or Elizabethtown areas? How can we identify areas of minority students that will focus on STEM degrees? It may be time to look at another decision point with the dual credit program. That decision point may be matriculation. It may be used as an inroads to increase recruitment territories outside of the traditional service region.

There will be some turnover in positions within the next few years and there needs to be some guidelines established that aid in the transition to a new leadership position. Will this position maintain any specified school relations duties? What role will the unit have with expanding recruitment territories and identifying new target populations based on geographic areas or target key student populations based on academic majors or student demographics? What role will this unit have in these key decision points that are important to the continued success of the university by providing a stable first-time freshman class?

Future research is needed and is beyond what was learned during this investigation. There needs to be additional research targeted towards the impact of

dual credit on the secondary school. The ability to track students as they enroll in various schools is beyond the resources of the university. The need to evaluate student success by academic course and subject area would have added value in advising at the secondary level. There also have been programs that utilized dual credit as a credit recovery or dropout prevention programs with impressive results (Harris, 2020; Steinberg, 2011).

There should also be an evaluation of the performance of Advanced Placement courses, International Baccalaureate programs, and articulated credit such as Project Lead the Way or other programs that are connected to increased academic rigor and awarding of college credit. The identification of the right options would have significant value during a time of shrinking human resources and the streamlining of advanced curricular options in secondary schools. While the proper use of options designed to increase academic rigor and challenge all students is encouraged, there are limitations to what secondary schools can offer.

### **Reflections**

Many things were learned from this study. The most important being the collection of historical data that provides the foundation for dual credit programs at Morehead State University. The various programs may have started individually and to serve a specific outcome such as meeting grant requirements or to provide remediation and allow students to enroll in college meeting various departmental

benchmarks. The different initiatives were meshed collectively to form the largest dual credit program in the state.

The work that occurred at Morehead State University helped build a culture of academic outreach and support from the academic departments to high school teachers. Departments were able to integrate high school faculty into the work of the various colleges due to the background that developed over time before there was a concerted dual credit effort. The various academic courses offered provided a natural bridge between the university faculty and administrators and the dual credit instructors across the state.

There was also a consistent demand for partnership and participation that came from the dual credit instructors. They received instruction in course assessment and student learner outcomes (SLO's) of the various courses as well as general education assessment that did not exclude dual credit courses or students. The partnership that developed was often driven by the dual credit faculty. Their insistence on offering courses with high academic rigor has resulted in sections that consistently outperform the MSU freshman class.

Dual credit has also strengthened Morehead State University over time. The dual credit students have mirrored national trends in enrollment, retention, student success as identified by increased GPA and graduation rates. The growth within enrollment has brought increased prestige among other state higher education providers who are seeing enrollment declines over time. The dual credit success has

also helped meet state performance funding requirements for academic progress and graduation on a 4-year timeline.

### **Conclusions**

While the dual credit efforts at Morehead State University may have initiated as an unintentional attempt to capture the low hanging fruit while appeasing some school administrators and parents as well as adding a few students here and there, it has grown into a significant operation that promotes the University's name and reputation across the Commonwealth. Currently, over 2,700 students are enrolled in Morehead State dual credit courses. These courses are taught by over 100 faculty who are based in the high schools. The dual credit partnership has also allowed the Office of Enrollment Services to actively recruit dual credit students earlier and make scholarship and offers of acceptance in an accelerated manner. The dual credit participation also allows students to become familiar with the MSU Blackboard instructional platform that has been used more heavily during the COVID-19 global pandemic. The dual credit program has increased knowledge of the University and have also increased the affinity of a college option that many of these students may not been considering.

Based on the research reviewed, dual credit students are retained to the sophomore year at a higher rate than non-dual credit students, they are better prepared for college success, and graduate from college at a higher rate. These results are also evident for the students at Morehead State University. The dual credit programs at Morehead State University have been shown to be successful in the scope that they

operate in. This is a great example of an educational initiative where students, parents, school districts and the university have all benefitted by a collaborative partnership that is designed to provide academically rigorous courses to students who are ready to be challenged. This success should only be a springboard from which to target school districts, student populations and underserved pockets more strategically within the Commonwealth to enhance student learning and increase the college going rate in our state.

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**Appendices**

## **Appendix A**

### **2017 NATIONAL CONCURRENT ENROLLMENT PARTNERSHIP**

#### **STANDARDS**

Adopted May 2017

#### **Partnership Standards Partnership**

1(P1) The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership. Partnership 2 (P2) The concurrent enrollment program has ongoing collaboration with secondary school partners.

#### **Faculty Standards**

Faculty 1 (F1) All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.

Faculty 2 (F2) Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.

Faculty 3 (F3) Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.

Faculty 4 (F4) The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

#### **Assessment Standard**

Assessment 1 (A1) The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

#### **Curriculum Standards**

Curriculum 1 (C1) Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.



Curriculum 2 (C2) The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.

Curriculum 3 (C3) Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

### **Student Standards**

Student 1 (S1) Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.

Student 2 (S2) The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.

Student 3 (S3) Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.

Student 4 (S4) The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

### **Program Evaluation Standards**

Evaluation 1 (E1) The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.

Evaluation 2 (E2) The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

## **Appendix B**

### Associate Deans / Department Chairs Handbook

#### Eagle Scholars

#### Program Overview

The Eagle Scholars program was rebranded for the 2018-19 academic year. It began in 2011-12 and has been steadily growing since that time. The vision for the Eagle Scholars program is to offer dual credit courses to enhance student learning in high schools, provide highly rigorous course offerings that challenge and prepare students for post-secondary success and provide additional insight and connectedness to both students and high school faculty to assist in enrollment plans for the university

The academic courses that are offered in partnership with our secondary partners are incredibly important. These courses are highly valued and vital to our partnerships with school districts across the region/ state. They also enable our high schools to use them for high school credit as well as partial fulfillment of career pathways. We do have a wide array of approved dual credit courses but are working to streamline the courses and focus on general education courses and courses that may serve a targeted population within a magnet school or specific focus area of a high school.

We have high expectations of the Early College faculty. Historically, we have had great success and they are outstanding throughout the region. These faculty are used to being the role models at their schools and they want to provide outstanding service to their students. We do anticipate them completing their Faculty 180 requirements as well as submitting midterm and final grades in a timely manner.

We also recognize the complexity of the role of department chair/ Associate Dean or Dean has with this dual credit program. This manual is designed to assist you with the various pieces of the dual credit program as it relates to your department, school or college.

As always, the Eagle Scholars office will be the primary contact with the faculty, school leadership teams and central office staff. We will collect all demographic information, official transcripts, resumes/ CV's/ additional professional certifications for these faculty. We will also assist in providing information on grade input, instructions and deadlines for midterm/ final grade entry and submission of general education assessment materials.

We look forward to working with you to enhance this successful partnership.

Joel Pace, Director  
Eagle Scholars Program

### Table of Contents

- I. Faculty approval
- II. Course approval
- III. Course build / student enrollment
- IV. Role of the departmental liaison

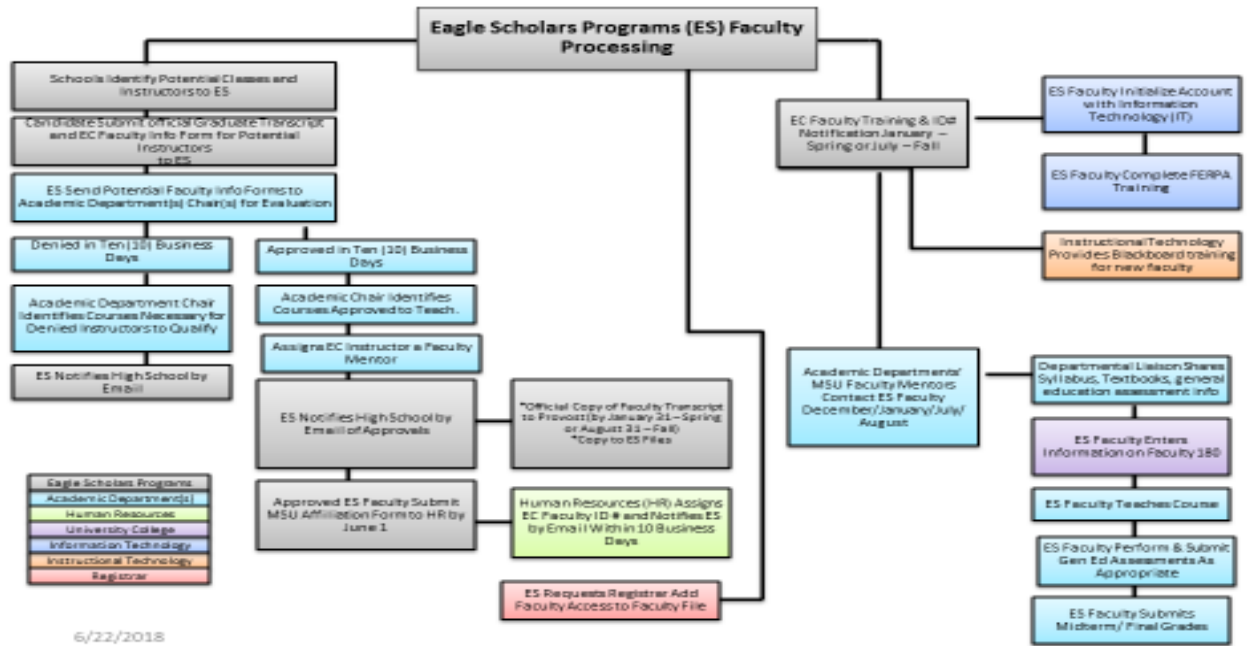
#### Appendices:

1. Eagle Scholars Faculty Information Form
  2. Faculty Transcript Evaluation Form
  3. PDA Request Form
  4. Liaison Visit Form
  5. Liaison Travel Log (for reimbursement to the dept)
- Additional information is located on the Eagle Scholars webpage. This will include a master list of approved dual credit courses, applications and registration forms, lists of partner high schools, etc. The website is

### Faculty Approval

All Eagle Scholars faculty have been/ are approved within the academic department/ school. Candidates will provide a CV/ resume, official transcripts of the 2 highest degrees, any professional certifications as well as the Faculty Information Form. These pieces will be collected and will be forwarded with the Faculty Evaluation Form to the department chair/ associate dean for evaluation. Requested courses will be listed on the Faculty Evaluation Form. If candidates are not approved, we would ask that courses be identified that would allow the candidate to be approved as a dual credit instructor. We usually budget 10 business days for the Faculty Evaluation process. The forms mentioned are listed below in the appendix.

The following flowchart depicts the proper manner of approving Eagle Scholar faculty:

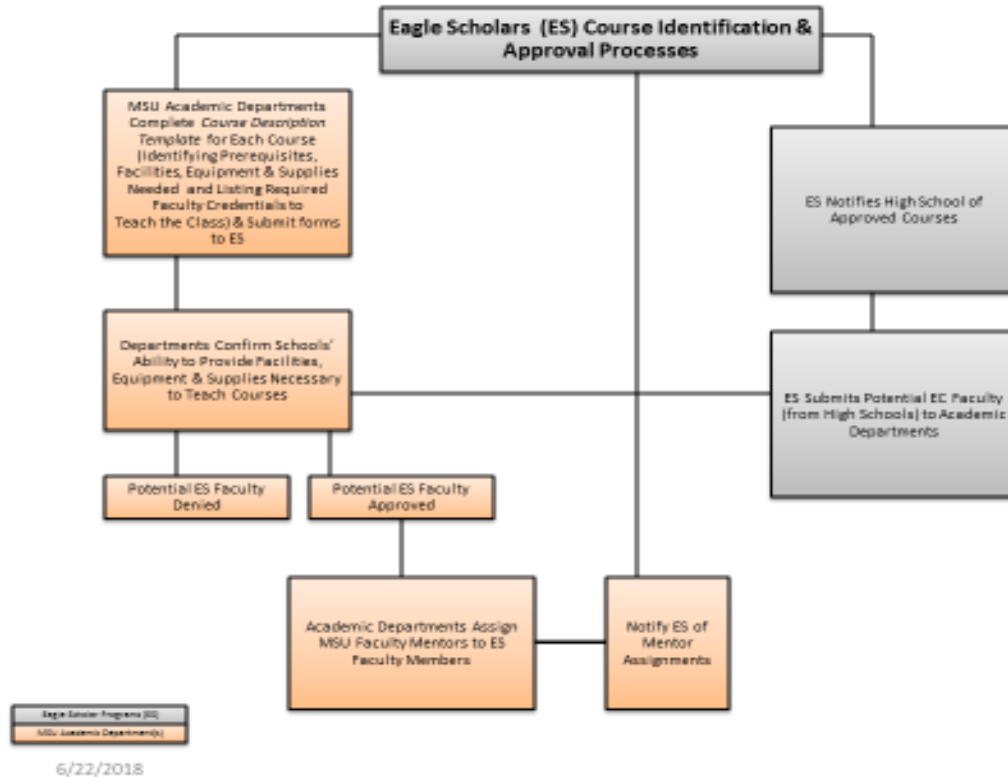


### II. Course Approval

The following courses have been approved as dual credit courses. These are the only courses that we support for dual credit. If our high school partners or academic departments request additional courses, we will initiate a conversation on expanding the list only with departmental approval. This discussion will include a course syllabus, faculty credential requirements, classroom space and equipment needed for successful implementation and the ability to identify a departmental liaison. While

the majority of these courses were identified at the beginning of the Early College program, we have expanded this list strategically over the past few years.

This flowchart will identify the proper steps to add a course to the list of approved courses.



### III. Course build/ student enrollment

The process for building sections and enrolling students will occur in the Eagle Scholars office. The courses are built at the beginning of the academic term and occur with information provided on the registration forms. Our goal is to have all courses built and students enrolled by Labor Day for the Fall and Yearlong terms and Martin Luther King Jr. Day for Spring courses. During the course build, we will include the departmental liaison as a co-instructor so that they will have access to Blackboard and other connectedness to these courses.

All Eagle Scholars are required to meet a 3.0 HS GPA and 18 ACT composite standard. Any courses that have additional benchmarks- such as Math or English- will also be required for these students as well. Students may use ACT or KYOTE

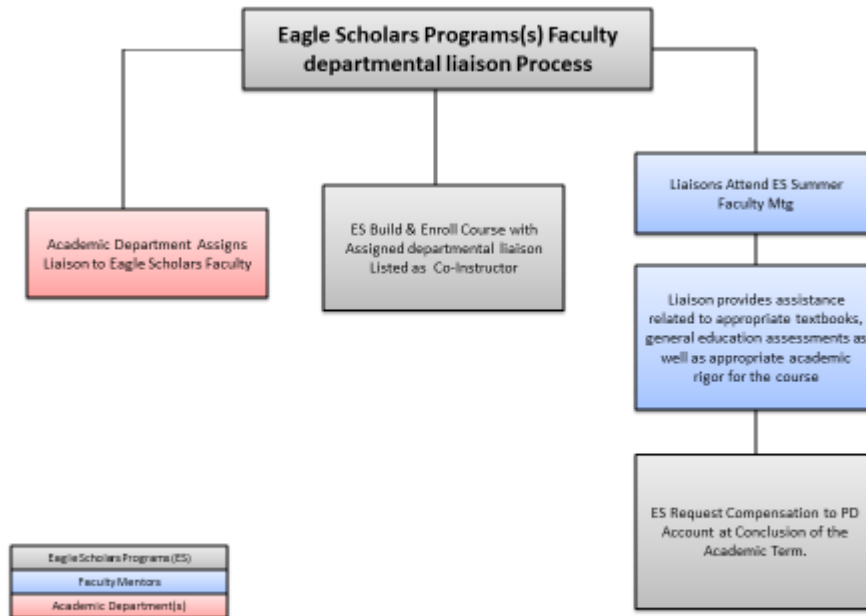
for the 2018-19 academic year to meet the benchmarks for placement. There is an appeal process for admission to the program but it is rarely used.

The application to the Eagle Scholars program is now online at [www.moreheadstate.edu/apply](http://www.moreheadstate.edu/apply). The registration form identifies the course, location, term and instructor for the course. All students are accepted and enrolled within the Eagle Scholars office. The registration form is located at [www.moreheadstate.edu/eaglescholars](http://www.moreheadstate.edu/eaglescholars) under Counselors.

IV. Role of the Departmental Liaison

**Eagle Scholar Faculty Liaison Information**

The Eagle Scholar faculty liaison is a MSU faculty member assigned to collaborate and communicate with Eagle Scholar faculty teaching at our partner high schools. The mentoring position is designed to improve communication between the high schools and the academic departments, to ensure academic rigor, course quality, and to represent and promote the academic department and the University.



### **Duties and Responsibilities**

- Participate in the summer faculty meeting for MSU Eagle Scholar faculty
- Provide an orientation to the curriculum, teaching materials and general education assessment requirements (if applicable) for each course taught by Eagle Scholar faculty
- Serve as a departmental liaison that addresses common academic processes between the academic department and high school teachers
- Provide feedback that will assist in assessing and improving the Eagle Scholar program
- Adhere to government guidelines and policies
- Perform other job related duties and responsibilities as assigned.

### **Compensation**

All funding will be placed in Professional development accounts

- \$200 for attending Eagle Scholars Summer Faculty Meeting
- \$300 per semester for each unique course mentored
- \$200 per semester for each additional course mentored for up to 5 total courses

$(\$300 + \$800 = \$1100 \text{ per semester})$

For a faculty liaison to access their PD funds, they will complete the PDA Request fund (p.10) and submit that to the Office of 1<sup>st</sup> Year Programs.

### **Travel**

While we encourage the departmental liaisons to visit with the high school teachers and students, we also realize that time and distance may make this difficult. We did develop this initiative so that MSU faculty would be able to promote their programs and develop relationships with students in their high schools that would carry over to the students attending MSU.

Travel to the schools will initiate within the academic departments. They will request a state car or approve use of a personal care. The liaison will the travel request and voucher within the academic department following normal guidelines. Once the voucher has been submitted, the liaison will complete the Liaison Visit Form and Travel Log (in the appendix) and the Eagle Scholars program will transfer funds to reimburse the department for the cost of the visit. Reimbursements will not be processed without the Visit form and Travel log (included in the appendix).

**Faculty 180**

The Eagle Scholars office will provide information on the due dates and instructions for the submission of course syllabi into Faculty 180. We do see that departments/schools that have a stronger relationship with the Eagle Scholar have a higher success rate for this project. Any assistance that you could provide to this process would be greatly appreciated and will increase your success rates. Eagle Scholars send out much more detailed instructions for this and will be looking to hold some webinar sessions with the Office of Testing and Assessment during the submission window.



Eagle Scholars Faculty Information Form

**Name:** \_\_\_\_\_  
                     **First**                    **M**                    **Last**

**List name on college transcripts, if different than above**  
 \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_ **Apt./Unit #:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_ **MSU ID #** \_\_\_\_\_

**Social Security Number:** \_\_\_\_\_ **Birth Date:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_ **Preferred Email:** \_\_\_\_\_

**Education:** (Postsecondary degrees conferred beginning with highest level of degree)

Highest Level of Degree:	Major/Area:	College/University:	Date of Graduation:

**Work/Professional Experience:** (Positions beginning with current position)

Name of School:	Subjects Taught:	Location:	Years at School:

**Professional Accomplishments:** (Licenses, certificates, scholarly contributions, conferences attended, presentations, and anything else you feel pertains to this job)

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**Academic department in which Eagle Scholars class is offered?**

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**Would you be available for an interview?** (Circle all that apply)

In-Person      Phone      Skype

**What time would be the best to conduct an interview?**

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**EAGLE SCHOLARS PROGRAM FACULTY TRANSCRIPT  
EVALUATION FORM  
PLEASE RETURN  
TO Joel Pace, Director  
407 Ginger Hall**

<b>DATE:</b> <i>(Due back to Eagle Scholars Programs within ten (10) days.)</i>		
<b>ES Faculty Name:</b>		
<b>ES High School:</b>	<b>Chair Signature</b>	
<b>1. ES Course Requested:</b>	<b>APPROVED</b> <input type="checkbox"/>	<b>DENIED</b> <input type="checkbox"/>
<b>If denied, what graduate courses are needed to be eligible to teach ES courses?</b>		
<b>COURSE:</b>		
<b>COURSE:</b>		
<b>COURSE:</b>		
<b>2. ES Course Requested:</b>	<b>APPROVED</b> <input type="checkbox"/>	<b>DENIED</b> <input type="checkbox"/>
<b>If denied, what graduate courses are needed to be eligible to teach ES courses?</b>		
<b>COURSE:</b>		
<b>COURSE:</b>		
<b>COURSE:</b>		
<b>3. ES Course Requested:</b>	<b>APPROVED</b> <input type="checkbox"/>	<b>DENIED</b> <input type="checkbox"/>
<b>If denied, what graduate courses are needed to be eligible to teach ES courses?</b>		
<b>COURSE:</b>		
<b>COURSE:</b>		
<b>COURSE:</b>		

**Professional Development Account (PDA) Request Form**

Name: \_\_\_\_\_ Date of Request: \_\_\_\_\_

I participated in: FYS Incentive \_\_\_ Early College Liaison \_\_\_ QEP \_\_\_

Other, please specify \_\_\_\_\_

Amount of PDA Funds Requested: \_\_\_\_\_

Transfer to Account #:

\_\_\_\_\_

Account Name:

\_\_\_\_\_

*PDA funds are to be used to support professional development, especially for use in improving instruction and faculty activities generally. For instance, professional development funds may be used to support research (e.g., materials, equipment, data, software, student assistants, etc.), travel, publications, events and meetings that promote faculty and student success. Other uses will be considered based on appropriateness in supporting professional development.*

**Please provide a brief and specific description of each activity/purchase, including a cost estimate:**

\_\_\_\_\_

\_\_\_\_\_

*Note: Equipment purchased will be returned to the Office of the Provost when employment at MSU ceases.*

**How does this activity/purchase support your professional development?**

\_\_\_\_\_

\_\_\_\_\_

**Faculty Signature Date**

\_\_\_\_\_

**Department Chair/Supervisor Signature**

**Date** \_\_\_\_\_

Rev. 2.8.17

Submit completed form by mail, email, or fax to: Lora Pace, First Year Programs Director, 210 ADUC, [l.pace@moreheadstate.edu](mailto:l.pace@moreheadstate.edu)

**EAGLE SCHOLARS**  
**DEPARTMENTAL LIAISON VISIT FORM**

Please complete one form for each teacher visited.

DEPT LIAISON NAME \_\_\_\_\_ DATE \_\_\_\_\_

DEPT \_\_\_\_\_

HIGH SCHOOL \_\_\_\_\_

TEACHER \_\_\_\_\_ COURSE \_\_\_\_\_

ES Faculty presentation or activity during visit:

\_\_\_\_\_  
\_\_\_\_\_

Comments about visit:

\_\_\_\_\_  
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## Appendix C

### Kentucky Council for Postsecondary Education Dual Credit Policy

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

Unit/Department: Academic Affairs

CPE Contact Aaron Thompson, Vice President Email: aaron.thompson@ky.gov

Kentucky Council on Postsecondary Education and Kentucky Department of  
Education

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

##### I. Introduction and Purpose

Improving the educational attainment of Kentucky citizens is key to ensuring the state's long term 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.

According to recent reports from the Education Commission of the States, dual credit is an effective way to increase the percentage of students who participate in postsecondary education, especially among low-income and traditionally underserved populations. These studies also provide evidence that dual credit participation is associated with increases in college retention and completion rates and decreases the time and cost in completing a postsecondary credential. Perhaps the greatest advantage to dual credit is the number of seamless educational pathways made available to students.

To offer this seamless path of education and career training for students, the Council on 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 this Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools. This policy reflects national standards and best practices for dual credit and aligns with regional accreditation standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The goal of this policy is to increase access to dual credit, provide guiding principles and evidence-based practices that support and maintain quality of both faculty and courses, ensure transferability of credit between postsecondary institutions, and support affordable coursework to all eligible Kentucky students.

Dual credit courses are college-level courses that simultaneously earn both secondary and transcribed college credit that count toward a postsecondary degree or credential. Dual credit courses do not include developmental education courses.

Dual credit courses can vary in three dimensions – where they are taught, by whom they are taught, and when they are taught.

- Dual credit courses can be taught online or through other distance education methods or they can be taught face-to-face on either a college campus or at a secondary school or other mutually agreed upon and approved location.
- Dual credit courses shall be taught by qualified and credentialed teachers and faculty.
- Dual credit courses can be offered during or outside the secondary school day.

If a dual credit course is taught by a college-approved high school or area technology center teacher at the secondary school during the regular school day, it is called a concurrent enrollment course as defined by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

Articulated credit is not considered dual credit because college-level credit is not awarded simultaneously with high school credit. Articulated credit is awarded at the postsecondary institution only when the following conditions are met: a) an articulation credit agreement is in place between a secondary and postsecondary institution; b) the student graduates from high school and is admitted to the participating postsecondary institution; c) the student informs the postsecondary institution that she/he was a part of an articulated credit agreement program with the secondary school; d) the student enrolls in and successfully completes coursework in the career or major pathway program outlined in the articulation credit agreement, and e) the postsecondary institution records the articulated credit on the postsecondary transcript.

More generally, articulated credit is credit that is reflected on the official record of a student at a postsecondary institution only upon enrollment at that institution after graduation from high school and upon successful completion of coursework in the career or major pathway at the receiving postsecondary institution. Articulated credit typically applies to career, trade, and technical education coursework. Other methods for awarding academic credit for prior learning may also be used by a postsecondary institution.

The purpose of dual credit courses is to provide curricular options for college and/or pathways leading to college credentials and/or industry certification and to enhance the opportunities for intellectual challenges and achievements. Providing such options increases the likelihood of earning a postsecondary credential by providing a seamless pathway from secondary to postsecondary education, while reducing student expense and time to credential attainment. The partnerships developed between secondary and postsecondary institutions in providing dual credit create opportunities to align curriculum and develop a college-going culture in all secondary schools throughout the Commonwealth.

## II. Guiding Principles

The creation of this dual credit policy was guided by the following principles:

- A. This policy should seek to increase access to dual credit courses, promote quality and rigor in dual credit courses, ensure transferability of courses among postsecondary institutions, and safeguard that dual credit remains affordable to all eligible Kentucky students.
- B. A minimum of three general education courses and three career and technical education (CTE) in a career pathway should be available to all eligible students over the course of their secondary career.



- C. Dual credit courses should be a component of a set of accelerated learning opportunities and complement Advanced Placement courses, International Baccalaureate Programming, Early College programs, Middle College programs, Schools of Innovation, or Early Graduation programs.
- D. The costs of delivering dual credit courses should be shared by a combination of state, postsecondary institutions, secondary schools, state-funded scholarships, and students and families so that no one entity is solely responsible for such costs.
- E. To increase access to dual enrollment beyond current levels, additional funding is needed.
- F. Dual credit courses and the instructors of those courses will comply with all appropriate SACSCOC criteria, Kentucky Revised Statutes, requisite institutional policies and procedures, and other regulations governing the provision of college credit opportunities to secondary students.
- G. All participating postsecondary institutions are strongly encouraged to pursue accreditation of concurrent enrollment programs through the National Alliance for Concurrent Enrollment Partnerships (NACEP).
- H. Standardization of a course numbering system for KCTCS career and technical education courses should be established and maintained.
- I. The use of dual credit is strongly encouraged by CPE and KDE in order that students create a strong connection to colleges and universities and understand their ability to complete credential and degree programs. Both KDE and CPE strongly discourage the use of articulated credit.
- J. Preference is given to the use of a credit through prior learning model for those courses typically receiving articulated credit.
- K. Independent colleges and universities voluntarily meeting applicable provisions of these Dual Credit Policy Guidelines, as determined by the Council on Postsecondary Education, are encouraged to expand delivery of dual credit offerings.
- L. A participating postsecondary institution shall determine the dual credit courses offered by that institution.
- M. This policy supports creative and innovative solutions to overcome barriers to student access to dual credit.

### III. Course Offerings

- A. Participating postsecondary institutions shall work together with schools and districts to provide at least three courses in general education and

three career and technical education courses in a regionally appropriate career pathway to all eligible students graduating from high school.

- B. Dual credit courses must meet the same student learning outcomes as equivalent courses at the participating postsecondary institutions.
- C. The postsecondary institution's grading policy will apply to dual credit courses and be used by the secondary school awarding credit.
- D. College credit shall be awarded upon the student's completion of the dual credit course requirements and will become part of the student's official college transcript. The award of college credit will be in compliance with appropriate accreditation standards for the participating postsecondary institutions.
- E. High school credit shall be awarded at the end of the term by the secondary school upon successful completion of the course. The award of high school credit will be in compliance with state standards.
- F. If a secondary school provides access to only the minimal number of dual credit course options, the dual credit courses should be limited to general education courses outlined in the Kentucky Council on Postsecondary Education's General Education Transfer Policy and General Education Transfer Policy Implementation Guidelines and courses that lead to a single career pathway and program of study.

#### IV. Student Eligibility

To enroll and obtain college credit in a dual credit course, a student must:

- A. Be a student in a participating secondary school. Exceptions may be considered for other students if recommended by the school faculty and approved by the Chief Academic Officer at the participating postsecondary institution. Postsecondary institutions, at their discretion, may also provide dual credit to eligible students in private secondary schools and home school settings.
- B. Meet the postsecondary institution's dual credit requirements for admission.
- C. Be admitted to the participating postsecondary institution as a dual credit student.
- D. Meet the postsecondary requirements for each program's placement into college credit-bearing courses or courses in programs of study that align to a career pathway.
- E. Complete the postsecondary institution's application for admission and a dual credit form.

#### V. Transferability of Credit

- A. All participating 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.
- C. All participating postsecondary institutions shall recognize credit awarded under this policy pursuant to the Kentucky Council on Postsecondary Education's General Education Transfer Policy and General Education Transfer Policy Implementation Guidelines and in accordance with accreditation requirements.
- D. Career and technical dual credit courses shall be transferrable to any participating community and technical college offering those courses and shall be accepted as meeting requirements for a certificate, diploma, or associate degree within the related program of study.

#### VI. Tuition and Fees

- A. Tuition and other fees for dual credit courses will be outlined in writing and provided to each student, parent and/or guardian, and secondary school by the postsecondary institution prior to enrollment in such courses.
- B. The Kentucky Higher Education Assistance Authority (KHEAA) shall provide student support for dual credit scholarships through funding provided by the General Assembly for the existing Mary Jo Young Scholarship or other newly created dual credit scholarship programs administered by KHEAA.

#### VII. Responsibilities of the Kentucky Council on Postsecondary Education

The Kentucky Council on Postsecondary Education will:

- A. Establish a statewide Dual Credit Advisory Council that includes representatives from secondary schools, postsecondary institutions, CPE, KDE, KHEAA, KCTCS office, and AIKCU. The CPE president may appoint additional members to this council.
- B. Collect data to support an accountability system that includes, at a minimum, the matriculation of students to postsecondary institutions after dual credit completion and the success of these students measured by retention and completion of postsecondary credentials.

- C. Ensure that student information is available in the CPE data system that supports monitoring and tracking of dual credit students.

#### VIII. Responsibilities of the Dual Credit Advisory Council

The Dual Credit Advisory Council shall:

- A. Convene quarterly meetings of practitioners and policymakers to discuss best practices and changes in statutes and regulations.
- B. Coordinate and maintain a communication plan for dual credit in Kentucky.
- C. Create a plan that ensures participating institutional dual credit agreements satisfy the guiding principles and guidelines outlined in this policy.
- D. Monitor the minimum dual credit offerings of postsecondary institutions so that all eligible students have access to dual credit coursework.
- E. Create a plan identifying funding mechanism options for sharing the costs of delivering dual credit courses. These options should include all of the following cost-sharing partners: the state, postsecondary institutions, secondary schools, state-funded scholarships, and students and families.
- F. Work with the KDE and CPE to create data systems that allow monitoring and tracking of dual credit students.
- G. Create and monitor an accountability system with metrics related to student access, quality, affordability, and transferability of credit.
- H. Submit an annual report to CPE, KDE, and the General Assembly that includes:
  - a. An analysis of dual credit costs to state government, secondary schools, postsecondary institutions, and students/families.
  - b. Student participation and completion of dual credit courses by gender, race/ethnicity, low income, and other gap measures.
  - c. Credit hours attempted and completed.
  - d. Student participation rates by school district.
  - e. College-going rates of dual credit participants versus non-participants by school district.
  - f. Employment rates of career and technical education students versus nonparticipants by school district.
  - g. Postsecondary success measures comparing dual credit participants and non-participants.

- h. Eligibility and access of students participating in dual enrollment programs across the Commonwealth.
- I. Monitor access to other accelerated learning opportunities, such as AP, IB, Early College, and Middle College.
- J. Provide recommendation to CPE and KDE for the continuous improvement of the dual credit policy, policy implementation, accountability measures, and reporting responsibilities.

IX. Responsibilities of the Kentucky Department of Education

- A. Ensure that school districts provide student information through the KDE data system that supports monitoring and tracking of dual credit students.
- B. Create a school accountability model to provide feedback and a continuous improvement model for dual credit.
- C. Work with schools, districts, and KCTCS to ensure the standardization of the course numbering system for career and technical education courses.
- D. Work with postsecondary institutions to align career and technical education programs of study with career pathways and industry certifications.
- E. Ensure that information and advising related to dual credit is integrated into the Individual Learning Plan (ILP) process.
- F. Integrate dual credit into early college, middle college, and early graduation initiatives.
- G. Monitor access to other accelerated learning opportunities, such as AP, IB, Early College, and Middle College.

X. Joint Responsibilities of the Council on Postsecondary Education and the Kentucky Department of Education.

In collaboration with participating secondary schools and participating postsecondary institutions, the CPE and KDE will:

- A. Establish dual credit goals, provide guidance on best practices, and provide guidance to students on degree and career pathway connections.
- B. Ensure all eligible students are provided the opportunity to access at least the minimum of accelerated or dual credit course offerings in general education and career and technical education programs of study.
- C. Provide professional development dual credit program models for faculty and staff at both the secondary and postsecondary level.
- D. Create communication materials for schools, students, and families.

- E. Establish a student and parent/guardian notification system to ensure understanding of the benefits and risks of participation in dual credit.
- F. Establish a notification system to ensure awareness of postsecondary institutional agreements with schools and districts.
- G. Oversee the standardization of student eligibility requirements for career and technical education pathways.
- H. Approve any change in the Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools.

#### XI. Responsibilities of Participating Postsecondary Institutions

If participating postsecondary institutions choose to offer dual credit courses, they should:

- A. Work with other participating postsecondary institutions to determine dual credit needs in area schools and create a plan for providing at least the minimum accelerated learning opportunities and dual credit for all eligible students in each school.
- B. A participating postsecondary institution shall determine the dual credit courses offered by that institution.
- C. Ensure that all institutional policies apply to dual credit courses (e.g., drop/add dates, student confidentiality, faculty/student relations, student identification for distance learning).
- D. Monitor all dual credit courses offered to ensure that they have the same academic quality and rigor and meet the same student learning outcomes as courses offered on campus.
- E. Promote dual credit opportunities to eligible secondary school students, parents, and secondary teachers and school administrators.
- F. Provide assistance with the college application process as it relates to dual credit courses.
- G. Provide information about dual credit courses to each interested secondary student. H. Provide each secondary student participating in dual credit information about the course he or she is enrolling in and the benefits and risks of enrolling in such courses.
- I. Register students in dual credit courses and maintain academic records, including grades and transcripts.
- J. Ensure that each teacher or faculty member teaching a dual credit course uses a course syllabus approved by the postsecondary institution.

- K. Conduct faculty evaluations for secondary teachers in a manner consistent with the public postsecondary institution's guidelines for evaluation of faculty and student evaluation of faculty.
- L. Establish a formal strategy, consistent with the goals of the participating postsecondary institution's enrollment management plan, to recruit and matriculate students participating in dual credit courses.
- M. Provide students and teachers of dual credit courses information about the transferability of credit for that course.
- N. Align courses to career programs of study and college degree and credential requirements.
- O. Create and communicate the process that will be used to implement dual credit courses at schools.
- P. Provide secondary dual credit teachers best practice information for content delivery and use of instructional support systems.
- Q. Provide each student participating in dual credit an advisor who is responsible for maintaining contact; informing the student of significant dates, such as add/drop dates, first day and last day of class dates; grading policies; and monitoring student progress.
- R. Provide detailed information to students in writing (i.e., a syllabus) consistent with the participating postsecondary institution policy. This information shall include the nature of the course and the expectations and requirements that correspond to its official catalog description. Course requirement information must include course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, information on adding and dropping courses, and other related course information.
- S. Monitor student access, success, and enrollment in dual credit coursework.
- T. Make sure admission requirements for dual credit students align with those for other students at the postsecondary institution.
- U. Transcript college credit upon completion of a dual credit course.
- V. Inform students and parents/guardians of tuition, fees, scholarships, and any fee waivers.
- W. Work to create capacity for more secondary teachers to be credentialed to teach dual credit courses which will help assure access and affordability of dual credit programming.
- X. Report data on dual credit courses to CPE for the monitoring of student access and progress to credential or degree.

## XII. Secondary School Responsibilities

Secondary schools shall:

- A. Establish agreements with one or more postsecondary institutions to ensure that the minimum number of general education and career and technical courses are offered.
- B. Use the participating postsecondary institution's course prefixes, numbers, titles, and descriptions for all dual credit courses.
- C. Use a course syllabus approved by the postsecondary institution.
- D. Ensure that each dual credit teacher receives professional development relevant to each course taught.
- E. Provide program information and promote dual credit opportunities among eligible secondary students and their parents.
- F. Monitor student access to and success in dual credit coursework.
- G. Advise students of the transferability of credit for each dual credit course taken.
- H. Record student participation in dual credit courses in the KDE student information system.
- I. Use the faculty evaluation process for all dual credit teachers established by the postsecondary institution.
- J. Meet accrediting and state reporting guidelines by:
  1. Providing faculty credentials prior to the start of the term in which the course is offered according to the timeframe designated by the participating postsecondary institution.
  2. Providing completed online applications or delivering completed written applications to the postsecondary institution's registrar or designated dual credit representative according to the timeframe designated by the participating postsecondary institution.
  3. Submitting grades to the participating postsecondary institution's registrar or designated dual credit representative according to institutional guidelines.

## XIII. Joint Responsibilities of Secondary and Postsecondary Institutions

The participating postsecondary institution and all secondary school partners shall:

- A. Ensure course alignment. When a postsecondary institution changes the learning outcomes for a course offered as dual credit, the institution will



notify the secondary schools involved. The secondary school will ensure that all courses approved for dual credit will incorporate any and all changes that occur.

- B. Standardize the course numbering system for KCTCS career and technical education courses.
- C. Maintain collaborations between educational partners to create and sustain career pathways.
- D. Increase student access by promoting college and career readiness, providing degree and career pathway information, and providing dual credit information to all students and their families.
- E. Provide interested dual credit students and their families the opportunities to learn and ask questions about dual credit. Information provided should include coursework, career pathways, college and career program materials that are based on student Individual Learning Plans (ILP), and the implications for the students' future collegiate enrollment and financial aid. This information should promote matriculation to a participating postsecondary institution.
- F. Provide information sessions for the students, parents, and guardians of dually enrolled students to meet with dual credit secondary and postsecondary staff. This session should include information regarding Family Education Rights and Privacy Act (FERPA) regulations.
- G. Develop a process to determine student eligibility for financial assistance.
- H. Provide an orientation program for all new secondary and postsecondary faculty teaching dual credit coursework. The program should be available to school administrators, teachers, faculty, and secondary and postsecondary coordinators of dual credit.
- I. Monitor student access to and success in dual enrollment coursework.
- J. Support and provide advisors and/or mentors at both the secondary and postsecondary levels to each dual credit participant. Students should be encouraged to confer with these advisors as they have questions related to dual credit or academic planning.
- K. Make the secondary advisors responsible for students' course taking when schools have multiple educational partners offering dual credit.
- L. Promote dual credit on school and postsecondary websites.
- M. Ensure course rigor and the attainment of student learning outcomes.
- N. Report on student participation and outcomes.

XIV. Implementation of this Policy

With the exception of elements of this policy that require additional state funding, this policy shall become effective and will be implemented for dual credit courses beginning fall 2016.

**Appendix D**

## KRS 164.786 Dual Credit Scholarship Program

(1) For purposes of this section:

- (a) "Academic term" means the fall or spring academic semester;
- (b) "Academic year" means July 1 through June 30 of each year;
- (c) "Approved dual credit course" means a dual credit course developed in accordance with KRS 164.098 and shall include general education courses and career and technical education courses within a career pathway approved by the Kentucky Department of Education that leads to an industry-recognized credential;
- (d) "Authority" means the Kentucky Higher Education Assistance Authority;
- (e) "Dual credit" has the same meaning as in KRS 158.007;
- (f) "Dual credit tuition rate ceiling" means one-third (1/3) of the per credit hour tuition amount charged by the Kentucky Community and Technical College System for in-state students;
- (g) "Eligible high school student" means a student who:
  - 1. Is a Kentucky resident;
  - 2. Is enrolled in a Kentucky high school as a senior or junior;
  - 3. Has completed a thirty (30) minute college success counseling session;
  - and 4. Is enrolled, or accepted for enrollment, in an approved dual credit course at a participating institution;
- (h) "Participating institution" means a postsecondary institution that:
  - 1. Has an agreement with the authority for the administration of the Dual Credit Scholarship Program;
  - 2. Charges no more than the dual credit tuition rate ceiling per credit hour, including any additional fees, for any dual credit course it offers to any Kentucky public or nonpublic high school student;
  - 3. Does not charge any tuition or fees to an eligible high school student for an approved dual credit course beyond what is paid by the Dual Credit Scholarship Program when the course is not successfully completed; and
  - 4. Is a:
    - a. Kentucky Community and Technical College System institution;
    - b. Four (4) year Kentucky public college or university; or

- c. Four (4) year private college or university that is accredited by the Southern Association of Colleges and Schools and whose main campus is located in Kentucky; and
  - (i) "Successfully completed" means a student receiving both secondary and postsecondary credit upon completion of an approved dual credit course.
- (2) To promote dual credit coursework opportunities at no cost to eligible Kentucky high school students, the General Assembly hereby establishes the Dual Credit Scholarship Program.
- (3) In consultation with the Education and Workforce Development Cabinet, the authority shall administer the Dual Credit Scholarship Program and shall promulgate administrative regulations in accordance with KRS Chapter 13A as may be needed for the administration of the program.
- (4)
  - (a) Each high school shall apply to the authority for dual credit scholarship funds for each eligible high school student.
  - (b) The authority may award a dual credit scholarship to an eligible high school student for an academic term to the extent funds are available for that purpose, except that a scholarship shall be awarded to an eligible high school senior prior to awarding an eligible high school junior.
  - (c) An eligible high school student may receive a dual credit scholarship for a maximum of two (2) successfully completed dual credit courses.
  - (d) The dual credit scholarship award amount shall be equal to the amount charged by a participating institution, not to exceed the dual credit tuition rate ceiling for each dual credit hour, except the scholarship amount shall be reduced by fifty percent (50%) if the dual credit course is not successfully completed by the student.
  - (e) Dual credit scholarship funds shall not be used for remedial or developmental coursework.
- (5) Each participating institution shall submit information each academic term to the authority required for the administration of the scholarship as determined by the authority.
- (6) Beginning August 1, 2017, and each year thereafter, the authority shall provide a report to the secretary of the Education and Workforce Development Cabinet, the president of the Council on Postsecondary Education, and the commissioner of the Kentucky Department of Education to include: (a) The number of students, by local school district and in total, served by the Dual Credit Scholarship Program; and (b) The number of dual credits earned by students by high school and in total.
- (7) By May 31, 2019, and each year thereafter, the Kentucky Center for Education and Workforce Statistics, in collaboration with the authority, shall publish data on

the Dual Credit Scholarship Program's academic and workforce outcomes. The center shall annually provide a report on the data to the Interim Joint Committee on Education.

- (8) (a) The Dual Credit Scholarship Program trust fund is hereby created as a trust fund in the State Treasury to be administered by the Kentucky Higher Education Assistance Authority for the purpose of providing scholarships described in this section.
- (b) The trust fund shall consist of state general fund appropriations, gifts and grants from public and private sources, and federal funds. All moneys included in the fund shall be appropriated for the purposes set forth in this section.
- (c) Any unallotted or unencumbered balances in the trust fund shall be invested as provided in KRS 42.500(9). Income earned from the investments shall be credited to the trust fund.
- (d) Notwithstanding KRS 45.229, any fund balance at the close of the fiscal year shall not lapse but shall be carried forward to the next fiscal year and continuously appropriated only for the purposes specified in this section.

Effective: April 10, 2017

History: Created 2017 Ky. Acts ch. 165, sec. 1, effective April 10, 2017.

## Appendix E

### MEMORANDUM OF AGREEMENT

Morehead State University  
and  
Example County Board of Education

Morehead State University and Example County Board of Education propose a dual credit program for the students of Example County High School for the 2020-2021 academic year.

#### **Morehead State University agrees to:**

1. Make the following University dual credit courses available to eligible high school students:

<u>Course</u>	<u>Instructors</u>	<u>Term</u>
ENG 100	Faculty	Fall
ENG 200	Faculty	Spring
MATH 141	Faculty	Spring
MATH 152	Faculty	Fall

2. As a Post-Secondary Participating Institution (PPI) working with an identified Local Educational Agency (LEA), Morehead State University will grant college credit and post the grade on the student's transcript at Morehead State University;
3. Students will be charged the KY Dual Credit Scholarship rate- which for 2018-19 was \$168 per class. The first MSU course each semester, taken by qualified juniors or seniors will be paid for by the KY Dual Credit Scholarship program. All other MSU dual credit courses taught by your instructors during 2019-20 will be paid for through a MSU scholarship. the event state funds are not sufficient to cover the two courses allotted to seniors, then those students shall receive scholarships as set forth for additional classes or for juniors;
4. Work cooperatively with the district to provide the best selection of general education and key career and technical education and additional course offerings to best serve students;
5. Identify and provide a MSU faculty liaison in the appropriate academic discipline to provide training, orientation, and collaboration with the Eagle Scholars faculty through the academic year;
6. Assist and provide guidance to the high school faculty:

- a. In the admission and registration process and posting of grades and;
  - b. In gaining access to the MSU system to electronically post grades;
  - c. In electronically entering information into Faculty 180 for University assessment;
  - d. In facilitating a departmental/ college assessment in order to appropriately evaluate dual credit faculty in accordance with MSU policy;
7. Share academic information concerning grades and academic progress in dual credit classes with approved high school officials;
  8. Work cooperatively with the school district to address any specific funding need with the district that prevents students from fully participating with the dual credit offerings of the school. No fees for dropped courses or unsuccessful completion of a course will be assessed to the student or the district;
  9. Provide educational enhancements that will be determined cooperatively between the Eagle Scholars faculty, the high school leadership team and the Office of Eagle Scholars.
  10. Provide the following benefits to Eagle Scholars-
    - a. Student ID with access to MSU library and other college services
    - b. Waive application fees; streamline the application process
    - c. Priority awarding of academic scholarships
    - d. Priority registration for Housing and fall courses
    - e. Specific enrollment resources on the college selection process. This would include when to complete certain enrollment related tasks. It would also include information on academic majors, financial aid, scholarships and housing.
    - f. Blackboard shells for all courses offered to:
      - enhance student learning, provide a framework for NTI
      - provide additional course materials/ support for Eagle Scholar's faculty
      - provide a MSU library tutorial and offer online library resources for courses
      - inform students of academic advisors to provide major information by College

- inform students of their rights and responsibilities according to the university Student Handbook
- provide information on various student support and outreach services designed for dual credit students.

**Example County Board of Education and Example County High School agree to:**

1. Identify Morehead State University as their provider for the courses listed above and allow MSU to receive the KY Dual Credit Scholarships proceeds as available from the Commonwealth;
2. Identify and recruit eligible students and assist in completing the necessary MSU admission and registration forms, including Eagle Scholars Online Application and Registration Form, by the established MSU deadlines;
3. Provide SACSCOC qualified instructors for the identified courses who have successfully passed a criminal background screening;
4. Ensure instructors provide the University with necessary documentation including official transcripts and any required human resources paperwork prior to the start of teaching;
5. Ensure Eagle Scholars faculty teaching MSU classes complete online FERPA training in order to view course rosters and enter grades electronically as well as follow documented procedures to assure that security of personal information is protected;
6. Follow the MSU curriculum guides, student learning outcomes in courses and assessment standards including additional guidelines and assessments for general education;
7. Ensure Eagle Scholars faculty teaching MSU courses follow MSU grading policies, procedures, guidelines, and timelines for awarding and submitting grades and any Faculty 180 requirements electronically;
8. Pay the high school instructor teaching the MSU course in accordance with Board policy;
9. Ensure the opportunity for a campus visit by the Eagle Scholars students. This could be held during the school day or at an appropriate event outside of the school day;
10. Ensure Eagle Scholars faculty attends the MSU summer orientation session that will occur in June on the Morehead campus or a designated site and recognize any PD or EILA hours earned as part of this training;
11. Provide the necessary textbooks, software, and/or fees/ supplies as well as appropriate classroom facilities and equipment for the courses offered;



12. Follow deadlines established by MSU related to student registration, grade submission, withdrawal, addition of courses, submission of course syllabus through Faculty 180, etc.;
13. Allow MSU monitoring of the program and mentoring by an MSU faculty liaison;
14. Share program data with MSU;
15. Ensure that proper library resources be provided to support these dual credit courses;

**Students participating in the program must:**

1. Have a GPA of 3.0 or higher and 18 ACT composite score or higher;
2. Meet any course requirements or prerequisites such as ACT scores or scores set by the school district including evaluating the dual credit course, support services and resources provided and the instructor according to MSU processes;
3. Complete the MSU Eagle Scholars Application and Registration process;
4. Follow the policies and procedures of MSU and Example County High School
5. Attend class on a regular basis;
6. Maintain a HSGPA of 3.0 or higher and a MSU GPA of 2.5 or higher to continue enrolling in MSU classes as an Eagle Scholars student; and
7. Purchase any required books, educational supplies or materials that are not supplied by the high school.
8. Understand that they have certain rights/ responsibilities as students at MSU and have access to an appeal process as described in the Student Handbook.
9. Neither party shall discriminate on the basis of race, religion, national origin, sex, disability, military status, age or any other protected class.

Morehead State University:

By \_\_\_\_\_  
Jay Morgan, President/ Date

Example County Board of Education

By \_\_\_\_\_  
, Superintendent/ Date

## Appendix F

## Partner High Schools

Ballard High School	Martin County High School
Bath County High School	Mason County High School
Boyd County High School	Menifee County High School
Breathitt High School	Mercer County High School
Bullitt Central High School	Montgomery County High School
Central High School	Morgan County High School
East Carter High School	Nicholas County High School
East Jessamine High School	North Oldham High School
East Ridge High School	Owsley County High School
Eastern High School	Paintsville High School
Elliott County High School	Paul Blazer High School
Eminence High School	Phelps High School
Estill County High School	Pike County Central High School
Fleming County High School	Powell County High School
Floyd Central High School	Prestonsburg High School
George Rogers Clark High School	Raceland Independent High School
Greenup County High School	Rose Hill Christian School
Henry County High School	Rowan County High School
Jackson Independent High School	Russell Independent High School
Jessamine County Career & Technology Center	Simon Kenton High School
Johnson Central High School	St. Patrick School
Lakeside Christian Academy	Shelby Valley High School
Lawrence County High School	Somerset High School
Lewis County High School	South Oldham High School
Locust Trace Agriscience Center	West Carter High School
Magoffin County High School	Wolfe County High School
	Woodford County High School

## Appendix G

## Eligible Courses for Participating High Schools

AGR*143 Anat & Phys of Livestock	HST*110 World History since 1945
AGR*185 Current Food & Energy Issues	HST*105 U.S. History since 1945
AGR*202 Agr Plants & Humanity	HLTH*151 Wellness: Theory to Action
AGR*251 Intro to Ag Mech	HLTH*203 Safety & First Aid
AGR*251L Agr Mech Lab	HUM*250 American & Global Citizenship
ART 109 Digital Foundations	IET*110 Fundamental Computer Tech
ART*160 Understand Visual Arts	IET*120 Technology Systems
ASTR*299 Special Topics in Astronomy	ITEC*144 Network Fundamentals
BIOL*105 Biology For Your Life	ITEC*144L Network Fundamentals Lab
CHEM*104 The Chemistry of Ordinary Things	ITCD 103 Computer Aided Design and Drafting I
CIS*101 Computers for Learning	IMS*202 Medical Terminology
CIS*211 Spreadsheet & Database Applications	MATH*123 Intro to Statistics
CVM*240 Elements of Studio Production I	MATH*131 Problem Solving
CVM*240L Elements of Studio Production I Lab	MATH*141 Plane Trigonometry
COMS*108 Fund of Speech Communications	MATH*152 College Algebra
CRIM 210 The Sociology of Deviance	MATH*174 Pre-Calculus Math
EDF*100 Foundations of Education	MATH*175 Calculus I
ENG*100 Writing I	MUSH*261 Global Musical Experience
ENG*200 Writing I	PHYS*201 Elem Physics I
FRN*101 Beginning French I	PHYS*201A Elem Physics I Lab
FRN*102 Beginning French II	PHYS*202 Elem Physics II
FRN* 201 Intermediate French	PHYS*202A Elem Physics II Lab
GEO*100 The Human World	PSY*154 Intro to Psy
GOVT*102 Intro to Politics	SCI*103 Introduction to Physical Sciences
GOVT*141 United States Government	SOC*101 Introduction to Sociology
	SPA*101 Spanish Lang & Culture I
	SPA*102 Spanish Lang & Culture II

SSE\*120 Satellites & Space Sys I

SSE\*120L Satellites & Space Sys I Lab

SSE\*122 Satellites & Space Sys II

SSE\*122L Satellites & Space Sys II Lab

## VITA

Joel Pace

EDUCATION

May 1992	Bachelor of Arts Morehead State University Morehead, Kentucky
July 1995	Bachelor of Arts Morehead State University Morehead, Kentucky
December 1997	Master of Arts Morehead State University Morehead, Kentucky
May 2015	Bachelor of Arts Morehead State University Morehead, Kentucky
Pending	Doctor of Education Morehead State University Morehead, Kentucky

PROFESSIONAL EXPERIENCES

July 2010-Present	Director, Eagle Scholars Program Morehead State University Morehead, Kentucky
May 2006-June 2010	Director, MSU Ashland Regional Campus Morehead State University Ashland, Kentucky

PUBLICATIONS

Pace, J. (2021). Turning your critics into coaches. In Curry, J. & Jackson, S. (Eds.), *The greatest lecture I was never taught: Leadership lessons and mentoring moments from the lives of everyday educators*. New York, NY: Brill | Sense.

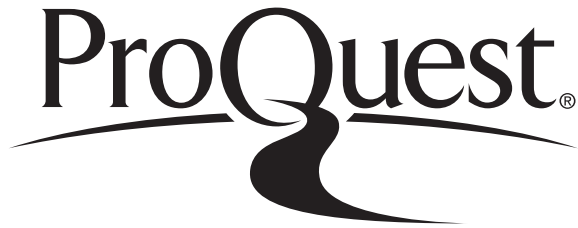
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