

SENIOR YEAR PLUS

GUIDE FOR EDUCATORS AND EDUCATIONAL ADMINISTRATORS

LAST REVISED: APRIL, 2016



Community Colleges
Prosperity Through Education
www.educateiowa.gov

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Foreword

Dear Educators and Educational Administrators,

The programs which fall under Senior Year Plus have had a tremendous impact on our state's education system. Since 2008, when Senior Year Plus was enacted, we have seen continued growth in the number of students participating in these programs, a testament to their importance to and increasing popularity among students and their families.



Despite this growth, there is room to improve access to these programs statewide. More equitable access to advanced learning opportunities and college-level coursework

will certainly help encourage students to pursue postsecondary education and training opportunities and create a highly-skilled, credentialed workforce.

This comprehensive guide is designed to assist educators, counselors, and administrators in understanding the requirements and expectations of the Senior Year Plus programs. It contains program descriptions, requirements, timelines, and other useful resources.

We look forward to continued dialogue and strengthening our partnerships with you as you implement these programs.

A handwritten signature in dark ink that reads "Ryan M. Wise".

Ryan Wise, Director
Iowa Department of Education

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An Overview of Senior Year Plus

Each year, tens of thousands of Iowa high school students get a jump start on college by earning credit toward a degree. These jointly enrolled students are afforded the opportunity to save money by shortening their time to a postsecondary credential while acclimating to higher education coursework.

Through Senior Year Plus (SYP), school districts are provided with a variety of options to enhance students' high school experience. Enacted by the legislature in 2008, SYP was created to provide increased and more equal access to college credit and advanced placement courses. Courses delivered through SYP provide students the opportunity to take a rigorous college curriculum and receive, in many cases, both high school and college credit concurrently.

Iowa high school students enroll in college coursework through a variety of mechanisms including Postsecondary Enrollment Option (PSEO), courses delivered through sharing agreements between community colleges and local school districts, and enrollment in college courses independently as a tuition paying student. Additionally, students enroll in high school courses that postsecondary institutions recognize for college credit or advanced standing.

College credit opportunities help to bridge the gap between completing high school and starting college. Through joint enrollment, students are provided with the opportunity to supplement their high school curriculum with challenging college courses that would not otherwise be available. By taking these courses, students may be able to expedite their progress toward a degree and graduate from college earlier. Additionally, most college credit opportunities available are offered at little or no cost to students.

Research shows joint enrollment opportunities ease the transition of students from secondary to postsecondary education. Students enroll and persist in postsecondary education in greater numbers because they enter college with a realistic understanding of the skills needed for success in higher education.

Iowa is one of at least 38 states with state policies supporting the enrollment of high school students in college coursework. The vast majority of college credit opportunities available to high school students are provided through SYP. Senior Year Plus serves as an umbrella for a variety of programs including Postsecondary Enrollment Options (PSEO), concurrent enrollment, Advanced Placement (AP®), career academies, regional academies, and Project Lead the Way®.

Depending on the program, students may be enrolled in a college credit course or a high school course for which the postsecondary institution may award credit or advanced standing upon matriculation. The instructors may be a college



or university instructor or a high school instructor serving as a community college adjunct faculty member. The courses may be taken on a college campus, at a high school, or through distance education. Even though there is variation in the mechanisms available, SYP provides consistency in expectations for students, instructors, parents, school districts, and postsecondary institutions. Students must be adequately academically prepared for higher education, instructors must be qualified, and institutions must meet standards.

Over the past several years, Iowa's educational institutions have expanded access to SYP programs to meet the state's workforce preparation needs. Enrollment in courses offered through SYP has increased markedly.

Definitions

A variety of terms have been used to describe high school students enrolled in community college credit coursework in recent years. The following mini-glossary is intended to provide greater clarity.

The term **joint enrollment** refers to all high school students enrolled in community college coursework. Jointly enrolled students may be enrolled in PSEO courses, courses delivered through contractual agreements between schools and colleges, and/or courses taken independently by paying tuition.

In contrast, **concurrent enrollment** refers specifically to courses delivered through a contractual agreement between a school district and a college where the district is eligible for supplementary weighting through the school foundation formula.

Dual enrollment is a term used nationally to describe high school students enrolled in college coursework. However, in Iowa, dual enrollment refers to K-12 student enrollment in a school district and competent private instruction at the same time.

SYP and Joint Enrollment

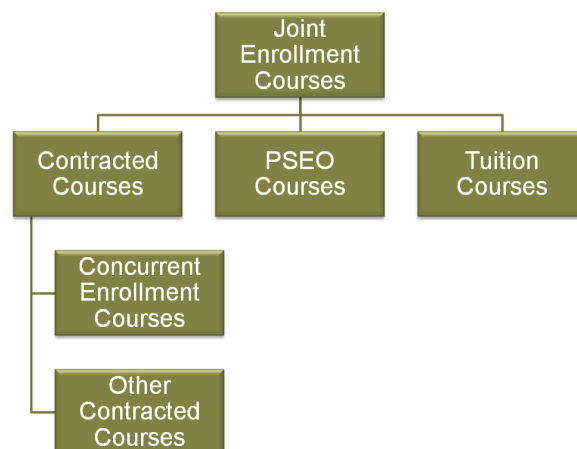
Most jointly enrolled students enroll in courses offered through a SYP program. However, students may enroll in college credit courses that are not delivered through SYP. There are a variety of categories of courses associated with joint enrollment and SYP.

Joint enrollment can be divided into three mutually exclusive categories (see the diagram on the right): contracted courses delivered through agreements between community colleges and school districts; PSEO courses; and courses taken independently by tuition paying students. Contracted courses (for college credit) can be further divided into two subsets — those that meet the definition of concurrent enrollment and other contracted courses (e.g., career technical education (CTE) courses used to meet school district accreditation requirements).

Of college credit courses offered for joint enrollment, PSEO courses, concurrent enrollment courses, and college-credit career academy courses are offered through SYP. Courses taken independently by **tuition-paying** students are not a part of SYP. Contracted courses delivered to high school students by a community college that are not eligible for supplementary weighting are also not offered through SYP. For example, CTE courses used to meet school district minimum accreditation standards may be college credit, but are ineligible for supplementary weighting and, consequently, are not offered through SYP. **Students may not, under any circumstance, be charged tuition for any contracted course, regardless of whether the contracted course is offered through SYP.**

Other terms are used to describe circumstances where high school students take a high school course but may later be awarded college credit by the postsecondary institution they later matriculate. Advanced Placement and articulated courses

Categories of courses delivered to high school students by community colleges



fall within this category. **AP®** courses are SYP offerings but students who enroll are not jointly enrolled if the course is not a postsecondary course and college credit is not awarded upon successful completion. For such AP® courses, credit may be awarded by the postsecondary institution in which the student later enrolls based on the student's AP® exam score and the institution's policies. AP® courses may be offered through concurrent enrollment, provided the requirements of SYP are met and the course is designated as AP® by the College Board. **International Baccalaureate** courses are not considered AP® courses unless they are officially designated as such. They are not considered joint enrollment and, if they are not AP® courses, they are not delivered through SYP.

Articulated courses are also high school courses with college credit possibilities. These courses are characterized by an agreement between a school district and a postsecondary institution that may allow students to receive college credit at the postsecondary institution where they later enroll based on mastery of competencies in secondary courses. Articulated courses are not delivered through SYP and participating students are not considered jointly enrolled.

Career academies are a series of CTE courses at the high school and community college level which may include contracted courses (e.g., concurrent enrollment courses), articulated courses, or other courses. At the high school level, the courses may be for secondary credit only or for both high school and community college credit. Career academies are a part of SYP (and students are jointly enrolled) when the courses are offered for community college credit.



Senior Year Plus General Provisions

Iowa law requires students, instructors, and institutions to meet certain criteria to be eligible to participate in Senior Year Plus (SYP) programming. The following criteria apply to all Senior Year Plus programs and are supplemented by program-specific requirements.

Student Eligibility

Students are required to meet all of the following conditions to be eligible to enroll in any course through a SYP program where postsecondary credit is available to the student including PSEO, concurrent enrollment, and certain career academy courses.

Requirements Established by Postsecondary Institution (281—IAC 22.2(1)):

- The student shall meet the enrollment requirements established by the eligible postsecondary institution. *The postsecondary institution may require students enrolling through SYP to meet additional enrollment requirements so long as the enrollment requirements apply to all full-time students and do not conflict with other SYP requirements stipulated by Iowa Code and Administrative Rule.*
- The student shall meet or exceed minimum performance measures on any academic assessments that may be required by the eligible postsecondary institution.
- The student shall have taken appropriate course prerequisites, if any, prior to enrollment in the eligible postsecondary course, as determined by the eligible postsecondary institution delivering the course.

Requirements Established by School District (281—22.2(2)):

- The student shall have attained the approval of the school board or its designee and the appropriate postsecondary institution to register for the postsecondary course.
- A student who attends an accredited nonpublic school and desires access to SYP programming shall meet the same eligibility criteria as students in the school district in which the accredited nonpublic school is located.
- A student under competent private instruction shall meet the same eligibility criteria as students in the school district in which the student is dually enrolled and shall have the approval of the school board in that school district to register for SYP programming (see [page 14](#)).

Student Proficiency Requirements

To participate in SYP programming, students must meet the academic requirements of both the school district and postsecondary institution. At the college level, students must meet any assessment requirements of the postsecondary institution including any placement exam requirements of the institution. While Iowa community colleges are open access institutions, they usually have college placement exam requirements, often including mandatory minimum cut scores



for enrollment in certain courses. Early placement testing benefits students by helping them better understand their progress toward college readiness much earlier than at the time of matriculation.

At the school district level, students must demonstrate proficiency in reading, mathematics, and science to participate in SYP programming. Previously, eligibility was primarily determined using the most recent administration of the Iowa Tests of Basic Skills (ITBS) or Iowa Tests of Educational Development (ITED), or an alternative measure of proficiency adopted by the school board. For the ITBS/ITED, students had to score at or above the 41st national percentile rank (NPR) in each of the three subject areas.

The 2010 national Iowa Assessment norms are different than the norms established in 2000. Therefore, the 41st NPR on form E/F (the new forms) does not represent the same level of achievement as the 41st NPR on form A/B (based on the 2000 norms). Starting with the 2011-12 school year, form E is administered in Iowa school districts and proficiency cut scores for the Iowa Assessments are determined in the Standard Score metric (instead of NPR) specific to grade, content, and time of year (fall, midyear, spring). They represent the same level of achievement as the previous cut scores (see [page 11](#)).

Full-time Enrollment and Senior Year Plus

For purposes of Senior Year Plus (SYP), full-time is defined (281—IAC 22.6) as enrollment in 24 or more postsecondary credit hours in any one postsecondary institution in one academic year (or the equivalent) excluding any summer term. Only courses for postsecondary credit delivered through SYP programs count toward the limit.

The following courses do **not** apply toward the 24 credit hour limit:

- Contracted college credit courses for which the district does not receive supplementary weighted funding (e.g., courses used by the district to meet minimum “offer-and-teach” requirements).
- College credit courses taken independently by tuition paying students.
- Non-concurrent enrollment AP[®] courses and articulated credit courses.

A student who wishes to enroll in 24 or more credit hours in a single academic year may do so by either **a)** enrolling as an independent, tuition-paying student or **b)** enrolling in a SYP program through another eligible postsecondary institution. Contracted college credit courses may contain some concurrent enrollment students for which the district receives supplementary weighted funding and some students for which the district does not (e.g., students enrolled as independent, tuition-paying students). Courses may not be split with only a portion of the credit hours delivered through SYP.

To clarify this policy regarding student enrollment in SYP programs (PSEO, concurrent enrollment, and college-credit career academy courses):

- A student may enroll through SYP in up to 23 credit hours in an academic year at any one eligible postsecondary institution.
- A student **may not** enroll through SYP in more than 24 credit hours in an academic year and be billed for the over-the-limit credit hours. This is essentially charging students tuition for a concurrent enrollment course.
- A student **may not** enroll through SYP in more than 24 credit hours in an academic year and be provided the over-the-limit credit hours at no cost. This is in violation of the full-time enrollment prohibition.

Example 1

A high school student enrolls in nine credit hours through PSEO and 12 hours of concurrent enrollment at a certain community college during a school year.

This is acceptable because it does not exceed the limit of 24 credit hours during an academic year.

Example 2

A high school student enrolls in 12 credit hours through PSEO and 12 hours through concurrent enrollment at the same community college during an academic year.

This is prohibited because it exceeds the limit.

Example 3

A high school student enrolls in 12 credit hours through PSEO and nine credit hours of concurrent enrollment at a certain community college during the year. The student also enrolls in an additional three-credit hour course at the college during the semester independently as a tuition-paying student.

This is acceptable because courses taken independently by tuition paying students are not Senior Year Plus courses and do not count toward the limit.

Example 4

During an academic year, a high school student enrolls in 12 credit hours of PSEO and nine credit hours of concurrent enrollment through a community college. The student also enrolls in a three credit hour college credit CTE course that is being used to meet the school district’s “offer and teach” accreditation requirements.

This is acceptable because college credit courses not delivered

through Senior Year Plus programs do not count toward the limit. Contracted courses used to meet school accreditation standards are not eligible for supplementary weighting, are not concurrent enrollment courses, and are not subject to Senior Year Plus requirements (unless the course is a part of a career academy).

Example 5

During an academic year, a student enrolls in seven courses at one college for a total of 21 credit hours. The student expresses a desire to enroll in an eighth three-credit course. The district reports 23 credit hours for supplementary weighting and allows the student to enroll independently in the remaining one credit hour.

This is not acceptable. A course may not be split among various types of enrollment (e.g. concurrent enrollment and independent enrollment). The entire course that puts the student into full-time status may not be offered through Senior Year Plus. The course may be offered to the student by the district and college, but the district is ineligible to claim supplementary weighted funding the course. If the course is not offered by the district and college, the student may enroll in the course independently as a tuition-paying student provided the student meets the college’s admissions requirements.

Example 6

During an academic year, a student enrolls in 18 credit hours through a combination of PSEO and concurrent enrollment at a community college. The student also enrolls in six credit hours of PSEO during the summer.

This is acceptable because PSEO courses taken during the summer do not count toward the limit.

Proficiency Cut Scores for Iowa Assessment

Grade	Fall	Midyear	Spring
8	Math - 229	Math - 231	Math - 236
	Science - 232	Science - 235	Science - 238
	Reading - 232	Reading - 236	Reading - 239
9	Math - 243	Math - 249	Math - 249
	Science - 243	Science - 250	Science - 250
	Reading - 243	Reading - 247	Reading - 249
10	Math - 252	Math - 257	Math - 257
	Science - 253	Science - 258	Science - 258
	Reading - 252	Reading - 257	Reading - 257
11	Math - 259	Math - 261	Math - 263
	Science - 260	Science - 265	Science - 265
	Reading - 259	Reading - 262	Reading - 263

If the student was absent for the most recent administration of the Iowa Assessments, and such absence was not excused by the student's school of enrollment, the student is deemed to not be proficient in any of the content areas. The school district may determine whether the student is eligible for qualification under an equivalent qualifying measure.

Career Technical Education (CTE) Exemption

Students seeking to enroll in a CTE course via concurrent enrollment are exempt from the Iowa Assessment proficiency requirements. However, the student may be required to complete an assessment administered by the eligible community college to determine the applicant's readiness to enroll in CTE coursework. The student shall meet or exceed any minimum performance measure established by the community college for the initial assessment. **The student must meet SYP requirements as outlined on page 9 of this guide to enroll in SYP courses other than CTE courses.**

Alternative Measures

If a student is not proficient in one or more of the content areas of reading, mathematics, and science on the Iowa Assessments, the school board may establish alternative but equivalent qualifying performance measures. The school board is not required to establish alternative performance measures, but if it does so, such measures may include but are not limited to portfolios of student work, a student performance rubric, end-of-course assessments, or additional administrations of the state assessment. It is important to remember that the alternate proficiency requirement was established as a means for students who may not do well on tests or do not have scores from the Iowa Assessments but are able to demonstrate subject proficiency through their work and projects. A school board that establishes equivalent performance measures shall also establish criteria by which its district personnel shall determine comparable student proficiency.

School districts are granted flexibility in determining equivalent

alternative measures of proficiency, provided those measures assess proficiency in reading, mathematics, and science (e.g., a career interest survey would not suffice). The Iowa Department of Education strongly suggests that the criteria used by school boards be consistent with the description of proficiency found in the Performance Level Descriptors (PLDs) (See [page 12](#)). PLDs are descriptions of proficiency — the knowledge and skills that a student at each achievement level has attained. Flexibility in method is allowed so long as a district can *demonstrate and provide evidence of comparability* between proficiency on the alternative measure and the PLDs. The goal is for the alternative method to provide an accurate reflection of student proficiency within a content area.

Sources of evidence may include but are not limited to:

- portfolios of student work, student performance rubric, end-of-course assessments, or additional administrations of the state assessment.
- Examples of student work for portfolios may include evidence of the PLDs identified on [page 12](#). This could include, but is not limited to, written or oral assessments, student work, digital evidence, and student performance on scoring guides from projects. Work samples and projects can be taken from career and technical education (CTE) courses as well as core academic areas.
- The student performance rubric should link to the PLDs listed on [page 12](#).
- The end-of-course assessments provided by Iowa Testing Programs, or developed by districts, should be linked to the PLDs on [page 12](#). Districts should establish cut scores and rationale for the cut scores. For additional information on end-of-course assessment, see the Iowa Testing [website](#).
- Additional administration of state assessments means administering the Iowa Assessment in an alternative testing window outside of the district's scheduled testing window.
- Criterion referenced test such as Measures of Academic Progress (MAP) and the Iowa Collaborative Assessment Module (ICAM) may be used to demonstrate proficiency. Districts should establish cut scores and rationale for the cut scores.
- College placement exams such as COMPASS or ASSET may be used to meet the criteria established by a school board to show equivalent proficiency to the Iowa Assessment. If these assessments are used, the scores established must be equivalent to proficiency on the Iowa Assessment.

It is important to remember that tests produced by publishers in reading, mathematics, and science may not assess the same skills as the Iowa Assessment. In order to demonstrate comparability with the PLDs, more than one student artifact or assessment may be needed.

Local education agencies (LEAs) should consider policies and practices to address the circumstances of individual students. These include, but are not limited to, students receiving competent private instruction (CPI), students moving in from another state, and other circumstances. Students moving in

Grade 11 Content Standards and Performance Level Descriptors (more information at www.educateiowa.gov)**Reading Comprehension Content Standards***Factual Understanding*

- Understand stated information
- Determine the literal meaning of words or phrases

Inference and Interpretation

- Draw conclusions
- Infer traits, feelings, and motives of characters
- Infer relationships
- Interpret information in new contexts
- Interpret non-literal language

Analysis and Generalizations

- Make generalizations and interpret non-literal language
- Determine the main idea of a text
- Identify the author's viewpoint or purpose
- Distinguish among facts, opinions, assumptions, observations, conclusions
- Recognize literary or argumentative techniques
- Analyze the style or structure of a text

Reading Performance Level Descriptors

High Performance Level: Understands stated information and ideas; infers implied meaning, draws conclusions, and interprets non-literal language; and makes generalizations from or about a text, identifies its author's purpose or viewpoint, and evaluates aspects of its style or structure.

Intermediate Performance Level: Sometimes understands stated information and ideas; sometimes infers implied meaning, draws conclusions, and interprets non-literal language; and sometimes makes generalizations from or about a text, identifies its author's purpose or viewpoint, and evaluates aspects of its style or structure.

Low Performance Level: Seldom understands stated information and ideas; rarely infers implied meaning, draws conclusions, or interprets non-literal language; and rarely makes generalizations from or about a text, identifies its author's purpose or viewpoint, or evaluates aspects of its style or structure.

Math Content Standards

- Applying appropriate techniques, tools, and formulas to determine measurement
- Understanding the units, systems, and processes of measurement
- Selecting and using appropriate statistical methods to analyze data
- Making inferences or predictions based on data or information
- Interpreting data from a variety of sources
- Understanding and applying the basic concepts of probability
- Making reasonable estimates
- Evaluating the reasonableness of quantitative solutions
- Solving quantitative reasoning problems
- Using scientific notation to solve problems
- Using mathematical models to represent relationships
- Understanding patterns, relations, and functions
- Analyzing characteristics and properties of two- and three-dimensional geometric shapes

Math Performance Level Descriptors

High Performance Level: Makes inferences with quantitative information and solves a variety quantitative reasoning problems; usually applies math concepts and procedures.

Intermediate Performance Level: Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Low Performance Level: Seldom applies math concepts and procedures, makes inferences quantitative information, or solves quantitative reasoning problems.

Science Content Standards*Classification by content*

- Biological Science/Life Science
- Physical Sciences/Earth and Environmental Science

Classification by process

- Interpreting information
- Analyzing scientific investigations
- Analyzing and evaluating information

Science Performance Level Descriptors

High Performance Level: Usually makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

Intermediate Performance Level: Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and usually recognizes the rationale for and limitations of scientific procedures.

Low Performance Level: Seldom makes inferences or predictions from data, sometimes judges the relevance and adequacy of information, and rarely recognizes the rationale for and limitations of scientific procedures.

from another state and who were considered proficient on that state's accountability measure for the Elementary and Secondary Education Act meet the proficiency requirement for SYP for the **current** school year.

Instructor or Teacher Eligibility and Responsibilities

Pursuant to 281 – IAC 22.3, Instructors or teachers employed to provide instruction under this chapter shall meet the following criteria. The instructor/teacher shall meet the standards and requirements set forth which other full-time instructors teaching within the academic department of the postsecondary institution are required to meet and which are approved by the appropriate postsecondary administration.

An instructor/teacher employed to provide instruction under this chapter shall do all of the following:

- Collaborate, as appropriate, with other secondary or postsecondary faculty of the institution that employs the teacher regarding the subject area.
- As assisted by the school district, provide ongoing communication about course expectations, teaching strategies, performance measures, resource materials used in the course, and academic progress to the student, and in the case of students of minor age, to the parent or guardian of the student.
- Provide curriculum and instruction that is accepted as college-level work as determined by the postsecondary institution.
- Use valid and reliable student assessment measures, to the extent available.

Background Check

An individual under suspension or revocation of an educational license or statement of professional recognition issued by the Iowa Board of Educational Examiners shall not be allowed to provide instruction for any program authorized by this chapter.

The Iowa Board of Educational Examiners (BoEE) makes information on suspensions and revocations available on the BoEE's [website](#). Administrators may also order a background check by visiting the BoEE's [website](#).

If the instruction for any SYP program is provided at a school district facility or a neutral site, the teacher or instructor shall have successfully passed a background investigation conducted in accordance with Iowa Code section 272.2(17) prior to providing such instruction. The background investigation also applies to a teacher or instructor who is employed by an eligible postsecondary institution if the teacher or instructor provides instruction under this chapter at a school district facility or a neutral site. For purposes of this rule, "neutral site" means a facility that is not owned or operated by an institution.

The school district shall ensure that the instructor background investigation requirement is satisfied. The school district shall pay for the background investigation but charge the teacher or



instructor a fee not to exceed the actual cost charged the school district for the background investigation conducted. If the teacher or instructor is employed by an eligible postsecondary institution, the school district shall pay for the background investigation but may request reimbursement of the actual cost to the eligible postsecondary institution (281 – IAC 22.4(2)).

Institution Eligibility and Responsibilities

Pursuant to 281 – IAC 22.4(1), school districts and eligible postsecondary institutions are mandated to meet the following requirements:

Regarding Students

- The institutions shall ensure that students, or in the case of minor students, parents or guardians, receive appropriate course orientation and information, including but not limited to a summary of applicable policies and procedures, the establishment of a permanent transcript, policies on dropping courses, a student handbook, information describing student responsibilities, and institutional procedures on academic credit transfer.
- The institutions shall ensure that students have access to student support services, including but not limited to tutoring, counseling, advising, library services, writing and math labs, computer labs, and student activities, excluding postsecondary intercollegiate athletics. If a fee is charged to other students of the eligible postsecondary institution for any of the above services, that fee may be charged to participating secondary students on the same basis.
- The institutions shall ensure that students are properly enrolled in courses that will carry college credit.
- The institutions shall not require a maximum or a minimum

Private Instruction (Iowa Code 299A.3)

Private instruction refers to a student who receives educational instruction outside of the traditional school setting. Private instruction encompasses competent private instruction (CPI), independent private instruction (IPI), home school assistance programs, and non-accredited nonpublic schools.

Competent private instruction (CPI) includes students receiving instruction which meets the requirements stipulated in Iowa Code 299A.1(2)(a) and 299A.3.

Independent private instruction (IPI) includes students receiving instruction which meets the requirements defined in Iowa Code 229A.1(2)(b).

More information on private instruction can be found on the department's [website](#).

Dual Enrollment (Iowa Code 299A.8)

Dual enrollment is enrollment of a child who is receiving competent private instruction with a public school district for the purpose of attending one or more courses, participating in extracurricular activities offered by the district, or obtaining special education programs or services.

Private Instruction and Senior Year Plus (Iowa Code § 299A.8)

Students under competent private instruction may enroll in Senior Year Plus (SYP) through the public school district in which they are dual enrolled provided the student has the approval of the school board of the school district to register for the postsecondary course and all eligibility requirements are satisfied.

Students of a non-accredited nonpublic school may also enroll in SYP programming. Students from such schools are considered to be under CPI and can enroll in SYP programming through the public school district in which the student resides provided all eligibility requirements are satisfied.

Students under IPI may access concurrent enrollment offerings through the public school district in which the student resides provided all eligibility requirements are satisfied. Independent private instruction students may not enroll in other programs offered through SYP (i.e. postsecondary enrollment options, Advanced Placement®, and/or college credit career academy courses).

Eligibility Requirements (281—IAC 22.2)

Students under any form of private instruction must meet all SYP eligibility requirements stipulated by 281—IAC 22.2, which includes demonstrating proficiency in reading, mathematics, and science as evidenced by the student's performance on the Iowa Assessments. In lieu of Iowa

Assessment achievement scores, a school district *must allow* a student under private instruction to demonstrate proficiency in reading, mathematics, and science by any one of the following means:

- 1) Testing at or above the proficiency cut score on the Iowa Assessments;
- 2) Submitting a written recommendation of the licensed teacher who supervises the student's instruction;
- 3) By testing at or above the proficiency cut score on [another annual achievement evaluation](#) approved for CPI students;
- 4) A composite score of at least 21 on the ACT;
- 5) A total combined score of at least 141 in critical reading, mathematics, and writing skills on the PSAT;
- 6) A total combined score of at least 990 in critical reading and mathematics on the SAT;
- 7) Meeting any other proficiency standard approved by the local school board for all regularly enrolled students.

Course Load (281—IAC 31.6(2))

Iowa Administrative Code 31.6(2) states a student under dual enrollment must receive at least one-quarter of the their instruction by way of CPI and no more than three-quarters by way of the district's academic programs, which includes SYP programming. This percentage is based on the number of instructional minutes the student receives through the school district. The district through which the student enrolls is responsible for calculating the number of credits in which the student may enroll.

Note that a class period at a high school may not consist of the same number of instructional minutes as the college course, which may alter the number of courses the student may enroll in via SYP. *For example, a high school has eight periods in their school day, which means a CPI student may take approximately six periods of instruction through the district and maintain their CPI status. However, a period at the school district might not consist of the same number of minutes as the college course – a four-credit hour college course could equal two class periods at the high school. Therefore, the CPI student would be able to enroll in only three four-credit college courses through SYP during a given term.*

number of postsecondary credits to be earned by a high school student under this chapter. However, no student shall be enrolled as a full-time student in any one postsecondary institution (See [page 10](#)).

- **The institutions shall not place restrictions on participation in SYP programming beyond that which is specified in statute or administrative rule.** *For example, a school district may not require students to exhaust the school district curriculum prior to enrollment in SYP courses; a district may not limit student enrollment in PSEO to one course per semester; a district may not require that SYP courses be taken only during a certain time of day.*

Regarding Instructors

- The institutions shall ensure that instructors and students receive appropriate orientation and information about the institution's expectations.
- The institutions shall provide the teacher or instructor appropriate orientation and training in secondary and postsecondary professional development related to curriculum, pedagogy, assessment, policy implementation, technology, and discipline issues.
- The institutions shall provide the teacher or instructor adequate notification of an assignment to teach a course under this chapter, as well as adequate preparation time to ensure that the course is taught at the college level. The specifics of this paragraph shall be locally-determined.

Regarding Courses

- The institutions shall ensure that the courses provided achieve the same learning outcomes as similar courses offered in the subject area and are accepted as college-level work.
- The institutions shall review the course on a regular basis



for continuous improvement, shall follow up with students in order to use information gained from the students to improve course delivery and content, and shall share data on course progress and outcomes with the collaborative partners involved with the delivery of the programming and with the department, as needed.

Student Withdrawals

No student may enroll in a college credit course through SYP for high school credit only. Students may not withdraw from the college credit course, but remain in the section for high school credit only. Auditing courses is expressly prohibited.

Data Reporting Requirements

Required of School District (281 – IAC 22.4(2))

“Supplement, not Supplant” Requirement

- The school district shall certify annually to the department, as an assurance in the district's Basic Education Data Survey (BEDS), that the course provided to a high school student for postsecondary credit in accordance with this chapter supplements, and does not supplant, a course provided by the school district in which the student is enrolled. For purposes of these rules, to comply with the “supplement, not supplant” requirement, the content of a course provided to a high school student for postsecondary credit shall not consist of substantially the same concepts and skills as the content of a course provided by the school district.

Required of Postsecondary Institutions (281—IAC 22.4 (3))

- All eligible postsecondary institutions providing programming under this chapter shall include the unique student identifier assigned to students while in the kindergarten through grade 12 system as a part of the institution's student data management system.
- Eligible postsecondary institutions providing SYP programming shall cooperate with the department on data requests related to the programming.
- All eligible postsecondary institutions providing SYP programming shall collect data and report to the department on the proportion of females and minorities enrolled in science-, technology-, engineering-, and mathematics-oriented educational opportunities provided in accordance with SYP.
- The eligible postsecondary institution shall provide the teacher or instructor with ongoing communication and access to instructional resources and support, and shall encourage the teacher or instructor to participate in the postsecondary institution's academic departmental activities.

School District Data Reporting Requirements

Senior Year Plus courses are reported to the state by school districts three times each year through Student Reporting in Iowa (SRI) reporting; fall, winter, and spring. Students must be scheduled into courses within the student information system in order for course information to be sent in state reporting. The primary use of fall SRI course reporting is for concurrent

Students with Individualized Education Programs (281 - IAC 41.22)

Students who have an Individualized Education Program (IEP) should also be considered for Senior Year Plus (SYP) programming. Students with IEPs must meet the academic requirements of both the postsecondary institution and the school district. In determining the school district requirements, however, several scenarios may occur. For those students with IEPs that demonstrate proficiency in all three academic areas of math, reading and science, no extra procedural steps need to be taken. For those students with IEPs that do not demonstrate proficiency in one or more of the areas, the IEP team may establish alternative but equivalent qualifying performance measures through the IEP. The suggestions listed on [page 11](#) may be used to demonstrate proficiency and should be documented on the learning portion of the transition assessments section on Page B of the IEP. Since the SYP program does not include specialized instruction, the program itself would not be recorded as a service but could be included within the description of courses and activities section of the course of study.

When considering SYP programming for students with IEPs, teams should closely review the individual's self-determined use of accommodations. Colleges have their own requirements for determining which accommodations are necessary for an individual and do not have to follow those listed in the IEP. Students who use accommodations independently will be more successful in SYP programming than others. Students who need more supports may be better served through special education services at post-secondary settings (e.g., those commonly referred to as 4Plus programs). Students with IEPs that are provided special education services at postsecondary setting (e.g., 4Plus programming) do not need to meet the proficiency requirements described in this guide because they are services through the IEP and are not SYP programming.

Common Methods for Participation in Joint Enrollment

Students with an IEP may participate in Iowa community college programs in a number of ways, either for dual credit or for only high school credit. Three common methods are:

- 1) Participation in Senior Year Plus (SYP).
- 2) Participation in community college courses not eligible for supplementary weighting (i.e. non-SYP courses). For example, career and technical education courses used to meet school district minimum accreditation standards may be college credit, but are ineligible for supplementary weighting. Consequently, they are not considered part of SYP and the proficiency requirements of SYP do not apply for these courses. Youth with IEPs must simply meet district

requirements for placement in these courses.

- 3) Participation in a course offered through a contract with a community college specifically related to IEP goals. Special education weighted funds may be used to pay for these courses when the course is needed through the IEP to provide a free and appropriate public education (FAPE). If special education funds are used to pay for a student's participation, then supplementary weighting cannot be generated for that student. The student may, however, be placed in a course that is eligible for supplementary weighting. In this instance, the college is providing a service to the district which may include putting the student with an IEP in the same classroom for high school credit, but not in the college course for college credit. In order for a student with an IEP to receive college credit from courses eligible for supplementary weighting, the student must meet proficiency requirements outlined in this guide. Other typical services that fall in this classification are those commonly referred to as "4Plus programs."

Please note public agencies shall not use state or local funding mechanisms as a barrier to a child receiving a FAPE. If a child with a disability requires a service, then the law on supplementary weighting, for example, shall not be used to deny the service to the child [20 U.S.C. § 1412(a)(5)].

If districts and community colleges jointly agree to provide contracted services through this third method, several considerations must be addressed:

- 1) The IEP must specifically identify the content to be learned or the skill(s) to be developed. Typically this would be done through a goal statement that slows for progress monitoring.
- 2) The district is obligated to follow requirements of Individuals with Disabilities Education Act (IDEA). This means ensuring that all services and supports identified in the IEP are available to the student, including accommodations and progress monitoring.
- 3) The community college is obligated to follow requirements of the Americans with Disabilities Act (ADA). This means they have their own procedures for identifying when accommodations are needed and are not obligated to follow IDEA requirements, i.e. what is written in the IEP. The community college may agree to provide additional services such as a modified curriculum through the contract.

More information on Individualized Education Programs can be found on the department's [website](#).

enrollment course supplementary weighting calculations, PSEO course reporting for nonpublic and CPI dually enrolled students, and district course enrollments for nonpublic and CPI dually enrolled students. Winter SRI reporting involves the collection of a district's full year of course reporting for the determination of "offer-and-teach" accreditation requirements as well as SYP reporting. The focus of spring SRI course reporting includes full-year PSEO reporting for all students, second semester concurrent enrollment courses to be included in the next year's Certified Enrollment report for supplementary weighting, and the identification of courses taught through various telecommunication methods (e.g., Iowa Public Television (IPTV), Iowa Communications Network (ICN), internet, etc.).

Required course information for SRI reporting includes:

- Local course title
- Local course number
- Local course section number
- Common Course Number for community college courses
- Accreditation program area
- Institution providing course
- Course origination (formerly known as course type)
- School Codes for the Exchange of Data (SCED) course code
- Course delivery method

Definitions and code sets can be found in the current year's [SRI Data Dictionary](#).

The [Secondary School Course Classification System: School Codes for the Exchange of Data](#) (SCED) publication by the National Center for Education Statistics (NCES) (2007) provides the coding structure for allowing high schools to match local courses to codes representing common content. The SCED code is comprised of 11 digits divided into five parts:

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Subject Area	Course Title	Course Level	Carnegie Unit	Sequence

More information related to Iowa's format of the SCED codes can be found on the SRI section of the [department's website](#).

Each PSEO course must be assigned a unique local course title and unique local course number. Courses cannot be grouped using a generic course title like PSEO math. Since most college courses are offered on a semester basis, PSEO courses must also be reported on the same basis. A student taking Calculus I in the fall and Calculus II in the spring, must be reported as two unique courses, each having a unique local course number.

SCED codes for all community college courses can be found on the department's [website](#) at in the document entitled *SCED Codes for Community College Courses*. For courses not listed, please consult an SRI consultant at (515) 242-5976. Similar courses from a private college or university or Iowa public university may also use the same SCED code. It is important

to note the intended use of SCED codes is to match high school courses to a common coding set. The extrapolation of the high school code set to higher education courses allows for the coding of courses but is limited in the ability to accurately reflect the depth of higher education course content.

All PSEO courses must be identified with an accreditation program area = 0 (not used for accreditation) and course origination value of 2 (PSEO course). College courses offered through Iowa Learning Online are considered PSEO courses. The Institution Providing Course field identifies the postsecondary institution offering the course. The postsecondary institution's six-digit Integrated Postsecondary Education Data System (IPEDS) code should be used.

Community College MIS Reporting Requirements

Community colleges must report fall and fiscal year PSEO enrollment through the Community College Management Information System (MIS). Joint enrollment in community colleges is reported through the Fall and Fiscal Year Credit Student Course File. High school students are identified in the Registration Type field. Jointly enrolled students are further identified by offering arrangement type in the High School Enrollment Type field. The field includes four entry options: Not Applicable, PSEO, Contract Agreement, and Tuition.

Additional information about PSEO enrollment reporting can be found in the *Reporting Manual and Data Dictionary for the Community College MIS* on the department's [website](#).

SYP Programs and Program-Specific Requirements

Senior Year Plus includes requirements specific to particular programs including PSEO, AP®, concurrent enrollment, career academies, regional academies., and Project Lead the Way®. The program-specific requirements are in addition to the general provisions of Senior Year Plus.



Advanced Placement (AP®)

High school course taken for high school credit. Postsecondary credit may be awarded upon matriculation based on student's performance on AP® exam.

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Postsecondary Enrollment Options

Individual student enrolls in a regular college or university course for both high school and postsecondary credit. School district reimburses postsecondary school cost of course or \$250, whichever is lower.

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Concurrent Enrollment

Class of students enroll in a contracted community college course for both high school and postsecondary credit. District is eligible to receive supplementary weighting.

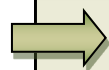
[Page 25](#)



Career Academies

Career and technical education sequence of studies offered through a contract between a school district and community college. High school portion may include high school and concurrent enrollment courses. Course sequence leads to community college award.

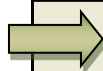
[Page 32](#)



Project Lead the Way® (PLTW)

STEM based curriculum offered by the high school or through contractual agreement with a community college. Courses may apply toward high school minimum accreditation standards.

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Regional Academies

Agreement where multiple school districts send students to a host district that offers advanced coursework. Courses are for high school credit only. Host district is eligible to receive supplementary weighting.

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Advanced Placement (AP®)

Program Overview

[Advanced Placement \(AP®\)](#) courses are college-level courses offered by high schools. The courses, curriculum requirements, and optional tests are provided by [The College Board](#). The College Board offers 34 classes in six subject areas, each with an optional final exam at the completion of the course. Based on the examination score and the postsecondary institution's policies, students may be eligible for college credit or advanced standing at the college or university to which they later matriculate.

The Senior Year Plus (SYP) statute (Iowa Code 261E.4) compels all school districts to make AP® courses available to students. ***Please note students do not have to meet the student eligibility requirements of SYP to enroll in an AP® course.***

School District Obligations (281 — IAC 22.7)

All school districts shall comply with the following obligations but may do so through direct instruction, collaboration with another school district, or use of the Iowa Online AP® Academy (IOAPA). An international baccalaureate program is not an advanced placement program.

- A school district shall provide descriptions of the AP® courses available to students using a course registration handbook.
- A school district shall ensure that AP® course teachers are appropriately licensed by the Iowa Board of Educational Examiners in accordance with Iowa Code Chapter 272 and meet the minimum certification requirements of the national organization that administers the advanced placement program.
- A school district shall establish prerequisite coursework for each AP® course offered and shall describe the prerequisites in the course registration handbook, which shall be provided to every junior high school or middle school student prior to the development of a core curriculum plan (i.e., eighth grade plan) pursuant to Iowa Code Section 279.61.
- A school district shall make AP® coursework available to a dually enrolled student under competent private instruction if the student meets the same criteria as a

regularly enrolled student of the district.

- A school district shall make advanced placement coursework available to a student enrolled in an accredited nonpublic school located in the district if the student meets the same criteria as a regularly enrolled student of the district.

Obligations Regarding Registration for AP® Exams (281—IAC 22.8)

- The board of directors of a school district and the authorities in charge of an accredited nonpublic school shall ensure that any student enrolled who is interested in taking an AP® examination is properly registered for the examination.
- An accredited nonpublic school shall provide a list of students registered for AP® examinations to the school district in which the accredited nonpublic school is located. The school district and accredited nonpublic school shall ensure that any student enrolled in the school district or school, as applicable, who is interested in taking an advanced placement examination and qualifies for a reduced fee for the examination is properly registered for the fee reduction.
- The school district shall provide the College Board with a list of all students enrolled in the school district and the accredited nonpublic schools located in the school district who are properly registered for advanced placement examinations administered by [the College Board](#).

If the district requires completion of the AP® exam as a component of the AP® course, the district may not charge the student for the cost of the exam. A mandatory exam fee is considered a form of tuition and is not allowable. Only fees for optional exams may be passed along to students/parents.

Iowa Online AP® Academy

Rural and small schools unable to offer AP® courses directly may expand opportunities to students through the [Iowa Online AP® Academy](#) (IOAPA). The IOAPA also offers training programs for teachers to gain the necessary skills and information to teach AP® courses on-site.

Teacher Qualifications

Currently, there are no educational or professional background requirements for a high school teacher to serve as an AP® teacher beyond the licensure and endorsement requirements of the Iowa Board of Educational Examiners. However, the College Board recommends teachers have three years experience and advanced mastery of the discipline.

Offering AP®

Districts interested in joining the AP® program or expanding offerings may visit [the College Board's website](#) for more information.



Postsecondary Enrollment Options Program (PSEO)

Program overview

First established in 1987, the PSEO program is intended to promote rigorous academic pursuits and to provide a wider variety of options to high school students.

The program allows eleventh and twelfth grade students, as well as ninth and tenth grade students identified as gifted and talented by their local district, to enroll in college courses. Through the program, individual students may enroll in an eligible postsecondary course if a comparable course is not offered at their school. Successful completion of the course also generates high school credit and applies toward district subject area and graduation requirements.

The school district pays the eligible postsecondary institution for the cost of the course or \$250, *whichever is lower*. If the student successfully completes the course, it is provided free to the student (except possible equipment purchases). If a student fails to complete the course and is not eligible for a waiver, the student or his or her parent or guardian may be required to reimburse the district's cost.

Availability and Notification (281—IAC 22.14-23)

The availability and requirements of the PSEO program shall be included in each school district's student registration handbook. Information about the program shall be provided to the student and the student's parent or guardian prior to the development of the student's core curriculum plan (i.e., eighth grade plan) under Iowa Code 279.61. The school district shall establish a process by which students may indicate interest in and apply for enrollment in the program.

PSEO courses provided by a school district may be, but are not required to be, available to students on a year-round basis. All PSEO eligibility requirements apply to summer enrollment; however, students are responsible for paying the cost of attendance. Tuition for summer enrollment is not limited to \$250; the \$250 per course limitation stipulated in Iowa Code applies only to tuition reimbursements made by the school district.

PSEO courses may be taken during the school year when the high school is not in session (e.g., winter break, during non-regular school hours, etc.). Since these courses take place during the academic school year, the district is responsible for the cost of these courses up to \$250, and the course is treated like any other PSEO course.

Student Eligibility (281—IAC 22.16)

In addition to the Senior Year Plus (SYP) student eligibility requirements, students also must meet the following requirements to be eligible to enroll in PSEO courses.

Definition of Eligible Student

- Must be a resident of Iowa;
- An eleventh or twelfth grade student;



- A ninth or tenth grade student identified as gifted and talented pursuant to Iowa Code section 257.43.

A student enrolled in an accredited nonpublic school who meets all eligibility requirements may apply to take courses under PSEO through the school district where the accredited nonpublic school is located, provided that neither the accredited nonpublic school nor the school district offers a comparable course.

A student under competent private instruction who meets all eligibility requirements may apply to take PSEO courses through the public school district in which the student is dually enrolled, provided that the resident school district does not offer a comparable course, and shall be allowed to take such courses on the same basis as a regularly enrolled student of the district.

Application Process (281—IAC 22.18)

Subsequent to school board approval, an eligible student shall make application to an eligible postsecondary institution to allow the eligible student to enroll for college credit in a course offered by the institution.

A comparable course must not be offered by the school district or accredited nonpublic school the student attends. **This includes a course offered through concurrent enrollment.** For the purposes of PSEO, comparable is not synonymous with identical, but means that the content of a course provided to a high school student for postsecondary credit shall not consist of substantially the same concepts and skills as the content of a course provided by the school district or accredited nonpublic school. The school district shall make this determination when a student submits an application for a PSEO course.

Pursuant to 281 – IAC 22.16, postsecondary institutions may require students to meet appropriate standards or requirements for entrance into a course. Such requirements may include but are not limited to prerequisite courses, scores on national academic aptitude and achievement tests, or other evaluation procedures to determine competency.

If the postsecondary institution accepts an eligible student for enrollment under PSEO, the institution shall send written notice to the student, the student's parent or guardian in the case of a minor child, and the student's school district, or accredited nonpublic school and the school district in the case of a nonpublic school student or student under competent private instruction, or the Iowa School for the Deaf or the Iowa Braille and Sight Saving School. The notice shall include the course, the clock hours the student will be attending the course, and the number of hours of college credit that the eligible student will receive from the eligible postsecondary institution upon successful completion of the course.

However, acceptance of a student into a course by a postsecondary institution is not a guarantee that a student will be enrolled in all requested courses. Priority may be given to postsecondary students before eligible secondary students are enrolled in courses. However, once an eligible secondary student has enrolled in a postsecondary course, the student cannot be displaced by another student for the duration of the course.

Eligible Postsecondary Courses (281—IAC 22.17)

The administrative rules for PSEO are intended to implement the policy of the State to promote rigorous academic pursuits. Therefore, postsecondary courses eligible for students to enroll in under PSEO shall be limited to:

- Nonsectarian courses.
- Courses that are not comparable to courses offered by the school district where the student attends which are defined in rules adopted by the board of directors of the public school district.
- Credit-bearing courses that lead to an educational degree. *Please note a postsecondary certificate does not meet the definition of a degree. If a course is only a part of a certificate program, it is not eligible for PSEO.*
- Courses in the discipline areas of mathematics, science, social sciences, humanities, and career and technical education.
- The courses in a professional studies program offered by community colleges.

A school district or accredited nonpublic school district shall grant credit to an eligible student enrolled in an eligible postsecondary course under this program. **Pursuant to 281 – IAC 22.16, secondary students shall not “audit” postsecondary courses.** The student must take the course for credit and must meet all of the requirements of the course which are required by the postsecondary institution.

Credits (281—IAC 22.19)

A school district, the Iowa School for the Deaf, the Iowa Braille and Sight Saving School, or accredited nonpublic school shall grant high school credit to an eligible student enrolled in a course under PSEO if the eligible student successfully completes the course as determined by the eligible postsecondary institution.

- The board of directors of the school district, the State Board of Regents for the Iowa School for the Deaf and the Iowa Braille and Sight Saving School, or authorities in charge of an accredited nonpublic school shall determine the number of high school credits that shall be granted to an eligible student who completes a course.
- Eligible students may take up to seven semester hours of credit during the summer months when school is not in session and receive credit for that attendance, if the student pays the cost of attendance for those summer credit hours. **The cost of attendance is not limited to \$250** — the \$250 per course limit applies only to tuition reimbursements made by the school district. Courses taken during a summer term **may not** supplant courses offered by the district during the academic school year.
- The high school credits granted to an eligible student under this division shall count toward the graduation and subject area requirements of the school district of residence, the Iowa School for the Deaf, the Iowa Braille and Sight Saving School, or accredited nonpublic school of the eligible student. Evidence of successful completion of each course and high school credits and college credits received shall be included in the student's high school transcript.

Tuition Payments (281—IAC 22.21)

Not later than June 30 of each year, a school district shall pay a tuition reimbursement amount to a postsecondary institution that has enrolled its resident eligible students under PSEO unless the eligible student is participating in open enrollment under Iowa Code Section 282.18, in which case, the tuition reimbursement amount shall be paid by the receiving district. However, if a child's residency changes during a school year, the tuition shall be paid by the district in which the child was enrolled as of the date specified in Iowa Code Section 257.6(1) (October 1, or the first Monday in October if October 1 falls on a Saturday or Sunday) or the district in which the child was counted under Iowa Code Section 257.6(1)"a"(6) (competent private instruction). For students enrolled at the Iowa School for the Deaf and the Iowa Braille and Sight Saving School, the State Board of Regents shall pay a tuition reimbursement amount by June 30 of each year.

The amount of tuition reimbursement for each separate course shall equal the **lesser** of:

1. The actual and customary costs of tuition, textbooks, materials, and fees directly related to the course taken by the eligible student.
 2. Two hundred fifty dollars (\$250).
- A secondary student is not eligible to enroll on a full-time basis in an eligible postsecondary institution under this

program (See [page 10](#)).

- An eligible postsecondary institution that enrolls an eligible student under PSEO shall not charge the student for tuition, textbooks, materials, or fees directly related to the course in which the student is enrolled except that the student may be required to purchase equipment that becomes the property of the student. For the purposes of this requirement, equipment shall not include textbooks.

Tuition Reimbursements and Adjustments (281—IAC 22.22)

The failure of a student to complete or otherwise receive credit for an enrolled course requires the student, if 18 years of age or older, to reimburse the school district for the cost of the enrolled course. If the student is under 18 years of age, the student's parent or guardian shall sign the student registration form indicating that the parent or guardian assumes all responsibility for the costs directly related to the incomplete or failed coursework.

- If documentation is submitted to the school district that verifies the student was unable to complete the course for reasons including but not limited to, the student's physical incapacity, a death in the student's immediate family, or the student's move to another school district, that verification shall constitute a waiver to the requirement that the student or parent or guardian pay the costs of the course to the school district. *Note: If requested, the area education agency (AEA) in which the district is located may provide verification of the documentation provided.*

Textbook Ownership (281– IAC 22.21(3))

Institutions are required to provide textbooks at no cost to students enrolled in a PSEO course.

Institutions may choose to retain ownership of textbooks used for a PSEO course. To do so, institutions must include an ownership provision as part of the PSEO agreement and secure the student's signature, or the parent's or guardian's signature of a minor student, prior to the start of the PSEO course. The ownership provision must state that the textbook remains the property of the institution, which is agreeing to loan the textbook to the student for the duration of the PSEO course.

If a student, after signing the agreement, fails to return the textbook at the end of the PSEO course, the institution which suffered the loss may seek reimbursement from the student, or the parent or guardian of a minor student, for the cost of the textbook.

PSEO and School District Accreditation

PSEO courses **may not** be used to meet minimum school district accreditation standards (i.e., "offer-and-teach" requirements) (281—IAC 12.5(5)).

Transportation (281—IAC 22.20)

The parent or guardian of an eligible student who has enrolled in and is attending an eligible postsecondary institution under PSEO shall furnish transportation to and from the postsecondary institution for the student.

PSEO Enrollment Timeline

**Each academic year
(e.g. March 1)**

The school district provides information about the PSEO program to students and their parents or guardians prior to the development of the students' core curriculum plans.

**Each academic year
(e.g. March 15)**

The student notifies the school district of intent to enroll in PSEO courses in the following school year following the process established by the district.

**Prior to the start of the
academic term of PSEO
enrollment**

A notice of student registration form is sent by the district to the postsecondary institution. The student completes application materials as required by the postsecondary institution. The postsecondary institution accepts the student (if appropriate) and notifies the school district. The postsecondary institution sends written notice to the pupil, the pupil's parents/guardians in the case of minor child, the pupil's district, and accredited nonpublic school if applicable.

**By May 1 of the year of PSEO
enrollment**

Postsecondary institution sends request for payment for participation in the PSEO course to the school district.

**No later than June 30 of the
year of PSEO enrollment**

The school district pays no more than \$250 per student per course. If the student fails to complete or otherwise receive credit for the course and does not meet waiver criteria, the school district will be reimbursed by the parent/guardian or student (if 18 years of age or older).

Postsecondary Institutions Potentially Eligible to Participate in PSEO

Iowa's public Institutions, community colleges, and accredited private institutions meeting the requirements of Iowa Code 261.9 may be eligible to participate in the PSEO program. The following is a list of institutions which may be eligible.

Public Institutions

Iowa State University - Ames
University of Iowa - Iowa City
University of Northern Iowa - Cedar Falls

Community Colleges

Des Moines Area Community College - Des Moines
Eastern Iowa Community College District - Clinton, Scott, and Muscatine
Hawkeye Community College - Waterloo
Indian Hills Community College - Ottumwa
Iowa Central Community College - Fort Dodge
Iowa Lakes Community College - Estherville
Iowa Valley Community College - Ellsworth, Marshalltown
Iowa Western Community College - Council Bluffs
Kirkwood Community College - Cedar Rapids
North Iowa Area Community College - Mason City
Northeast Iowa Community College - Calmar
Northwest Iowa Community College - Sheldon
Southeastern Community College - Burlington
Southwestern Community College - Creston
Western Iowa Tech Community College - Sioux City

Private Colleges & Universities

AIB College of Business - Des Moines
Briar Cliff College - Sioux City
Buena Vista University - Storm Lake
Central College - Pella
Clarke College - Dubuque
Coe College - Cedar Rapids
Cornell College - Mount Vernon
Divine Word College - Epworth
Dordt College - Sioux Center
Drake University - Des Moines
Emmaus Bible College - Dubuque
Faith Baptist Bible College - Ankeny
Graceland College - Lamoni
Grand View College - Des Moines
Grinnell College - Grinnell
Iowa Wesleyan College - Mt. Pleasant
Loras College - Dubuque



Luther College - Decorah
Maharishi University of Management - Fairfield
Morningside College - Sioux City
Mount Mercy College - Cedar Rapids
Northwestern College - Orange City
St. Ambrose University - Davenport
Simpson College - Indianola
University of Dubuque - Dubuque
Upper Iowa University - Fayette
Wartburg College - Waverly
William Penn College - Oskaloosa

Nursing & Healthcare Colleges and Universities

Allen College - Waterloo
Des Moines University - Des Moines
Mercy College of Health Sciences - Des Moines
Palmer College of Chiropractic - Davenport
St. Luke's College - Sioux City

Proprietary Colleges & Universities

Ashford University - Clinton
Kaplan University - Des Moines, Cedar Rapids, Cedar Falls, Mason City, Davenport
Waldorf College - Forest City

PSEO and Contracted Course Comparison

	PSEO Courses	Contracted Courses
Supplementary Weighting	Never eligible.	Community college coursework provided to students in grades 9-12 may be eligible for concurrent enrollment and supplementary weighting, but not always. Other postsecondary institutions are never eligible.
Enrollment	Student applies to a postsecondary institution to enroll; course must not be offered by the resident/serving district or be provided through a contract agreement with any postsecondary institution. Postsecondary institution includes, but is not limited to, a community college.	Student enrolls at school district to take community college coursework. Courses to be offered to high school students by community colleges through concurrent enrollment must be approved by the school board on an annual basis.
Grade Level	Grades 11-12; grades 9-10 gift and talented students only.	Grades 9-12
Payment	District pays if student passes and completes; otherwise parent/guardian reimburses; Paid no later than June 30 of each year. On an open enrolled student, "district" means the receiving district.	District pays regardless if student passes or fails; paid on the time schedule negotiated. On an open enrolled, "district" means the resident district for a class eligible for supplementary weighting.
Cost	Actual costs up to \$250 per course.	Whatever cost negotiated by community college and district boards.
Tuition Charge to Students	None, unless the student fails the course or does not complete the course.	None
College Credit	Required; course must be nonsectarian.	Required if the course eligible for supplementary weighting; course must be nonsectarian.
High School Credit	Required; credit shall count toward graduation.	Required if course eligible for college credit or for supplementary weighting.
Contractual Agreement Required?	No	Yes; should be established prior to any student enrollment.
Notifications	Postsecondary institution notifies student, parent/guardian if minor, appropriate public school district, and nonpublic school if applicable; notification must include the course, clock hours, and credit hours.	If offered through concurrent enrollment, the district, in collaboration with the community college, notifies student, parent/guardian if minor; notification must include the course, clock hours, and credit hours.
Summer Session	Allowed up to 7 credit hours if student has not completed high school graduation requirements but has completed eleventh grade. However, district does not pay for these summer session courses.	Allowed; district pays. Not eligible for supplementary weighting.
Full-time Enrollment	Not allowed. (See page 10)	Not allowed if courses eligible for college credit or supplementary weighting; otherwise allowed. (See page 10)
Transportation Responsibility	Parent or legal guardian.	See page 31 .
Location	Postsecondary campus or any satellite site established by the postsecondary institution.	Any site established by the community college, which may include facilities of the local district.

Concurrent Enrollment

Program Overview

The concurrent enrollment program, also known as district-to-community college sharing, promotes rigorous academic or career technical education (CTE) pursuits by providing opportunities for high school students to enroll part-time in eligible nonsectarian courses at or through community colleges.

Concurrent enrollment courses are offered through contractual agreements between community colleges and school districts. Through the program, community college courses are offered to classes of high school students in grades nine through twelve. The classes are college classes — even if they are held in a school district classroom. During the time of the concurrent enrollment course, the site acts as a satellite location of the college. The instructor may be a community college instructor or a high school instructor employed by the contracted district who meets state and college faculty standards and requirements.

Concurrent Enrollment Program Requirements (281—IAC 22.11)

The program shall be made available to all eligible resident students in grades 9 through 12. Notice of the availability of the program shall be included in a school district's student registration handbook, and the handbook shall identify which courses, if successfully completed, generate college credit under the program. A student and the student's parent or guardian shall also be made aware of this program as part of the development of the student's core curriculum plan (i.e., eighth grade plan) in accordance with Iowa Code Section 279.61.

If an eligible postsecondary institution accepts a student for enrollment under concurrent enrollment, the school district, in collaboration with the community college, shall send written notice to the student, the student's parent or guardian in the case of a minor child, and the student's school district. The notice shall list the course, the clock hours the student will be attending the course, and the number of hours of college credit that the student will receive from the community college upon successful completion of the course.

A student enrolled in an accredited nonpublic school may access the program through the school district in which the accredited nonpublic is located. A student receiving competent private instruction may access the program through the school district in which the student is dually enrolled and may enroll in the same number of concurrent enrollment courses as a regularly enrolled student of the district.

A student may make application to a community college and the school district to allow the student to enroll for college credit in a nonsectarian course offered by the community college. A comparable course, as defined in rules adopted by



the board of directors of the school district, must not be offered by the school district or accredited nonpublic school which the student attends.

Concurrent Enrollment Courses

The school board shall annually approve courses to be made available for high school credit using locally developed criteria.

A school district may not use concurrent enrollment courses to meet the accreditation requirements in Division V of 281—IAC 12 (i.e. “offer-and-teach” requirements) other than for CTE courses (See [page 30](#)).

Credit

A school district shall grant high school credit to a student enrolled in a course under concurrent enrollment if the student successfully completes the course as determined by the community college and the course was previously approved by the school board pursuant to 281—IAC 22.11(3). The board of directors of the school district shall determine the number of high school credits that shall be granted to a student who successfully completes a course. Students shall not “audit” a concurrent enrollment course; the student must take the course for college credit.

Supplementary Weighting

Pursuant to 281 – IAC 22.11, school districts that participate in district-to-community college sharing agreements or concurrent enrollment programs that meet the requirements of Iowa Code Section 257.11(3) are eligible to receive supplementary weighted funding under that provision.

Regardless of whether the district receives supplementary weighted funding, the district shall not charge tuition of any of its students who participate in a contracted course.

The school foundation funding formula distributes state aid to districts on the basis of enrollment. The number of pupils enrolled in a district forms the basis for calculating district cost. Schools' headcount enrollment, and subsequently district per pupil funding, may be weighted under certain circumstances. In other words, students may be counted at a value greater than one student if enrolled in a specific program.

The two main types of weighting are special education weighting and supplementary weighting. Supplementary weighting provides for additional weighted funding for students enrolled in a program involving sharing between institutions and for students enrolled in certain programs including English as a Second Language (ESL), at-risk programs, alternative schools, and other specified purposes. The goal of supplementary weighting is to help cover increased costs and encourage districts to offer or share programs and extend services deemed necessary or desirable which might not otherwise be provided. For concurrent enrollment, weighted

funding provides districts with funding to pay community colleges for delivery of concurrent enrollment courses. The funds are used to pay part of the cost of college courses, often making up for revenue that is not collected through tuition (and often for books or transportation) since the courses are provided at no cost to students.

With regard to class or teacher sharing, the additional weighting is prorated to correspond to the proportion of the day the student spends in the shared class. Resident regularly enrolled un-weighted pupils count as 1.0 in the formula while weighted pupils effectively count for more depending on the arrangement. For concurrent enrollment courses not delivered via ICN, pupils enrolled in courses are eligible for supplementary weighting in addition to the basic certified enrollment count. Career and technical education (CTE) courses have a weighting factor of 0.70, and arts and sciences courses have a weighting factor of 0.46. The weighting factor is multiplied times the proportion of the day the student is enrolled in that course. (281—IAC 97) For the purposes of weighted funding, CTE and arts & sciences (transfer) courses are categorized by the community college using a methodology established by the department. Generally speaking, CTE courses are occupationally-specific to a program major and arts & sciences courses are courses designed to transfer including general education courses and courses within associated disciplines. The department maintains a [list](#) of courses denoting whether the course is considered arts & sciences or CTE for weighting purposes.

Example of the Supplementary Weighted Funding Calculation (281—IAC 97.1)

The amount of supplementary weighted funding a school district will receive for students concurrently enrolled, if the class is not an ICN course, may be calculated using a simple formula. The following factors may be multiplied together to determine the weighted funding a district receives for a course.

1. State support per student (district cost per pupil, DCPD).
2. The portion of the day the student attends. This is the number of class periods per year for the course divided by the total class periods available in a school year (only counting the normal school day). This includes only instructional seat time and is not based

on a credit equivalent nor does it include transportation time.

3. The weighting factor for the sharing agreement (either 0.46 or 0.70 for concurrent enrollment courses).
4. The number of students enrolled.

The product of these factors is the total supplementary weighted funding for the course. For example, if the district cost per pupil is \$6,001, the portion of the day the student attends is $\frac{1}{4}$, the weighting is 0.70 (CTE course) and there are 20 students enrolled in the course, then the supplementary weighting for the course is:

$$\$6,001 \times \frac{1}{4} \times 0.70 \times 20 = \$6,001 (\$300 \text{ per student})$$



Advanced Placement (AP®) and Concurrent Enrollment Courses

The College Board, the organization which administers the AP® program, does not prohibit use of the AP® designation for courses generating both secondary and postsecondary credit.

Senior Year Plus legislation allows concurrent enrollment courses eligible for supplementary weighting to also be designated as AP® by the College Board provided all requirements are met. These requirements are detailed in the table titled “*Interplay between Advanced Placement and Concurrent Enrollment Courses*” (Appendix A, [page 48](#)). Please note that concurrent enrollment courses, including those sections receiving AP® designation, must use the college’s syllabus and may not be delivered over the course of an entire school year.

Concurrent Enrollment Weighting Requirements

The following requirements must be met for courses to be eligible for concurrent enrollment and supplementary weighting.

- The School Budget Review Committee (SBRC) must certify to the Iowa Department of Management that the class would not otherwise be implemented without the assignment of additional weighting, (*Iowa Code 257.11*)
- For all types of supplementary weighting, a single course or sharing agreement cannot be entered for more than one type of supplementary weighting.
- Offered during the school year. Contracted courses classes may be offered during the summer, but the courses are ineligible for supplementary weighting.

Ineligible for Supplementary Weighting

Several categories of community college-provided courses and high school students are ineligible for supplementary weighting.

Students:

- Students enrolled in community college delivered high school equivalency or adult high school completion programs since these programs are only available to high school dropouts and post-high school age students.
- Any student who continues enrollment, for the purposes of taking courses offered by the district including concurrent enrollment and Postsecondary Enrollment Options (PSEO), after the class the student was enrolled in has graduated *if* the student was eligible to graduate with that class.

Courses:

- College-delivered alternative school and at-risk programs.
- Contracted high school credit-only (jointly administered) courses.
- Articulated courses where the receipt of postsecondary credit is postponed.

- PSEO courses.
- College courses independently taken by students for which the student, parent, or guardian pays tuition or fees.
- Non-credit courses.
- Developmental education courses, including all community college courses with a common course number below 100.
- Independently-designed courses such as private lessons, independent study, individualized instruction, or personalized courses; internships; work study; physical education; etc.

Requirements for Supplementary Weighting Eligibility

The following requirements shall be met for the purposes of assigning an additional weighting for classes offered through a sharing agreement between a school district and a community college.

Required of School District:

- The course must be supplementing, not supplanting, high school courses required to be offered pursuant to Iowa Code Section 256.11(5). (*Iowa Code 257.11(3)(b)*) The course must not replace the identical course that was offered by the school district in the preceding year or the second preceding year. (*281 - IAC 97.2(5)*) The general provisions of Senior Year Plus (SYP) also prohibit districts from supplanting courses provided by the district in which the student is enrolled. To comply with this requirement, the content of a concurrent enrollment course shall not consist of substantially the same concepts and skills as the content of a course provided by the school district. (*281 - IAC 22.4(2)*) Therefore, any contracted course that is offered that supplants a high school offering, is not eligible for supplementary weighting for the first two years.
- The course must not be required by the school district in order to meet the minimum accreditation standards in Iowa Code Section 256.11. (*281 - IAC 97.2(5)*)
- Included in the community college catalog or an amendment or addendum to the catalog. (*Iowa Code 257.11(3)(b)*) (*281 - IAC 97.2(5)*) While the course must be listed in the catalog, it is not required that sections of the course delivered at high school locations be listed in registration information.

Required of Community College:

- Open to all registered community college students, not just high school students. The class may be offered at a high school attendance center. (*Iowa Code 257.11(3)(b)*) (*281 - IAC 97.2(5)*) While the course must be offered to all students (not just concurrently enrolled students), sections of the course delivered at school district sites may be closed to regular college students, provided other sections are available for regular student enrollment. Colleges and districts are encouraged to develop consistent policies for determining regular student enrollment in concurrent enrollment sections offered at high school facilities. These policies may be included in the contractual agreement between the institutions.
- For college credit and the credit must apply toward an Associate of Arts or Associate of Science degree, or toward

an Associate of Applied Arts, Associate of Applied Science degree, or Associate of Professional Studies or toward completion of a college diploma program. (*Iowa Code 257.11(3)(b)*) (281 - IAC 97.2(5)) The course may not apply solely to a community college certificate program.

Required of Instructor

- Taught by an instructor employed or contracted by a community college who meets the requirements of Iowa Code Section 261E.3(2). (*Iowa Code 257.11(3)(b)*) (281— IAC 97.2(5)) Concurrent enrollment instructors must meet the same requirements as on-campus adjunct faculty.
- Taught utilizing the community college course syllabus. (*Iowa Code 257.11(3)(b)*) (281—IAC 97.2(5))
- Taught in such a manner as to result in student work and student assessment which meet college-level expectations. (*Iowa Code 257.11(3)(b)*) (281—IAC 97.2(5))

Additional Requirements

- The course must not have been determined to be ineligible for supplementary weighting by the Postsecondary Course Audit Committee. (281—IAC 97.2(5))

Supplementary Weighting and Online, ICN Courses

Internet-based courses and other credit distance education courses may qualify for concurrent enrollment course supplementary weighting (0.70 or 0.46) if they meet the program's other requirements (281—IAC 22.28).

Concurrent enrollment courses delivered via the Iowa Communications Network (ICN), referred to as virtual classes, are not eligible for the same supplementary weighting as courses delivered through other modalities. The ICN may be used to deliver courses offered through a contractual agreement between a school district and a community college, but the course is only eligible for a lower weighting. A school district receiving a virtual class for a pupil from a community college, which meets the sharing agreement requirements, shall receive a supplemental weighting of one twentieth (0.05) of the percentage of the pupil's school day during which the pupil attends the virtual class. (*Iowa Code 257.11(7)*)

If students enroll in a community college course where a portion of the class is offered via ICN and the balance is delivered through other means, the portion delivered via ICN may be eligible for the 0.05 weighting while the balance may be eligible for the 0.46 or 0.70 concurrent enrollment weighting.

Fifty percent (50%) of the supplementary weighted funding the school district providing the virtual class receives shall be reserved as additional pay for the virtual classroom instructor. If an instructor's contract provides additional pay for teaching a virtual class, the instructor shall receive the greater amount of either the amount provided for in this paragraph or the amount provided for in the instructor's contract. (*Iowa Code 257.11(7)*) For purposes of the comparison, the employer shall compare the salary portions only. The employer of the

instructor makes the payment which includes salary and the employer's share of FICA and IPERS. The employer shall pay the virtual class teacher during the same school year in which the class is provided. The employer may pay the instructor at the conclusion of the class or may pay period payments that represent the portion of the class that has been provided. The employer may not pay the instructor prior to services being rendered. The contract between the agencies shall provide for the additional pay for the teacher of the class. The instructor's portion of weighted funding would be paid in addition to tuition sent to the providing district or community college to be paid as additional pay to its instructor employee. (281—IAC 97.6(3))

Supplementary Weighting for CTE and Arts & Sciences Courses

Eligible concurrent enrollment courses receive either a 0.70 weighting for CTE courses or a 0.46 weighting for arts and sciences courses.

Currently, the department's methodology for determining the category of supplementary weighting is based on community colleges' course catalogs and the common course numbering system. If the course is a required course for obtaining an Associate of Arts (AA) or Associate of Science (AS) degree according to the institutions' course catalogs, the course is considered arts and sciences for the purposes of determining supplementary weighting. All other courses, except developmental education courses, are considered career and technical education for the purposes of determining supplementary weighting. Developmental education courses, which are not intended to count toward graduation requirements nor transfer to a four-year institution, are not eligible for concurrent enrollment/supplementary weighting.

A list of common course numbers for supplementary weighting eligibility is posted on the CurricUNET [website](#).

Contracted Courses and Accreditation Requirements

Not all contracted courses are concurrent enrollment courses eligible for supplementary weighted funding. In particular, contracted courses used to meet school district "offer and teach" accreditation requirements are ineligible for supplementary weighting. While these courses are not concurrent enrollment, are ineligible for supplementary weighting, and are not delivered through SYP, the courses may be offered to students.

Contracted college-credit courses may be used by school districts to meet state accreditation (offer and teach) requirements for CTE courses (see [page 28](#)). Contracted college courses cannot be used to meet other state minimum offer and teach accreditation requirements. The exception is certain Project Lead the Way® courses (see [page 32](#)),

Situations may exist whereby a contracted community college course is delivered at two different districts — one class may be concurrent enrollment (eligible for supplementary weighting) while the other might not (e.g., if the course is

being used to meet the district's CTE "offer-and-teach" requirements, or if the course supplanted a district offering). Additionally, either of the two classes might include tuition students which may or may not include regular college students.

Student Proficiency Requirements and CTE Courses

A student interested in enrolling in a career and technical course via concurrent enrollment is exempt from the Iowa

Assessment proficiency requirements. The student may be required to complete any initial assessment administered by the eligible community college receiving the application to determine the applicant's readiness to enroll in career and technical coursework. The student shall meet or exceed any minimum performance measure established by the community college for the initial assessment. The student shall meet the requirements to of 281—IAC 22.2(2)(b) to enroll in courses other than CTE courses under this division.

Concurrent Enrollment Courses and Withdrawals

The district and community college should include in their concurrent enrollment agreements provisions about deadlines for dropping such courses so that students and their families are clear as to when a withdrawal will result in a failing grade. If the district and college have different drop dates, they do not need to be reconciled. However, the district needs to communicate to the student that meeting the college's drop date may prevent an "F" on the college transcript, but not on the high school transcript if the high school has an earlier drop date.

A student may not be enrolled in a concurrent enrollment course for secondary credit only. This would essentially be auditing the course with respect to college credit and is prohibited by law. This means that a student may not be either allowed to enroll in a concurrent enrollment course from the start of the course merely for secondary credit or may not drop the course at any time from postsecondary credit consideration.

A school district may obtain supplementary weighted funds only for those students of the district who are enrolled for both secondary and postsecondary credit, and the entire duration of the course.

While a district may not prohibit a student from further participation in concurrent enrollment for failing to successfully complete a course or withdrawing, the district has a strong responsibility to advise students about the consequences of failing college courses and the prudence of further participation.

Instructor Qualifications

Concurrent enrollment course instructors must meet the same standards and requirements as the college's on-campus instructors (281—IAC 22.3(1)).

All instructors teaching college credit courses must meet state minimum faculty standards. Adjunct instructors, including those delivering courses under SYP, are subject to this requirement. District-employed concurrent enrollment instructors serve as community college adjunct faculty and must meet college requirements for on-campus instructors. (281—IAC 21.3) For additional information, see the community college quality faculty section of the department [website](#).

School Accreditation Standards—High School

Community college credit courses may not be utilized to meet many state high school "offer and teach" accreditation requirements (Iowa Code 256.11, 281—IAC 12.5(5)). The high school program minimum "offer and teach" accreditation requirements include:

- Six units of English-Language Arts
- Five units of Social Studies
- Six units of Mathematics
- Five units of Science
- One unit of Health
- One unit of Physical Education
- Three units of Fine Arts
- Four units of Foreign Language
- Twelve units of Vocational Education (CTE)

Community college-delivered courses for college credit may not be used to meet a school district's "offer and teach" accreditation requirements except for career and technical education and in certain cases involving Project Lead The Way® offerings.

Courses beyond the minimum offerings required for school accreditation may be delivered through a contractual agreement between a college and school district (including concurrent enrollment) provided program requirements are met.

For example, a community college chemistry course delivered through a contractual agreement with a district for college and high school credit may not be used toward meeting the district's accreditation requirement of five units of Science. However, if the chemistry course is offered above and beyond the school's accreditation requirements, the course may be delivered through a contractual arrangement and may be eligible for supplementary weighting provided requirements are met.

Additional information about state accreditation standards can be found in 281—IAC 12.5(5) or on the department's [website](#).

Contracted Courses and High School CTE Offer and Teach Requirements

The example below shows a school's CTE offerings. The courses (units) used to meet the state minimum accreditation "offer and teach" requirements of three sequential units in four of the six service areas are shaded and additional offerings are not shaded. The shaded courses are ineligible for supplementary weighting but may be delivered by a community college (through a contractual agreement between a school district and the college) for both high school and college credit. In such instances, the courses are not SYP offerings, unless the courses are delivered through a career academy.

Any additional CTE courses (white cells) delivered by the school exceed the state accreditation requirements and may be eligible for concurrent enrollment supplementary weighting if SYP and concurrent enrollment program requirements are met. The offerings could include additional units delivered within the four listed CTE service areas or courses delivered in other CTE areas (e.g., a health science career academy).

Instructors of community college courses used to meet high school CTE minimum "offer and teach" accreditation requirements must meet the college's employment requirements for faculty. The instructors are not required to be licensed and endorsed for the subject area by the Iowa Board of Educational Examiners.

School District Accreditation Standards—CTE

Community college credit courses may be utilized to meet state "offer and teach" accreditation requirements for CTE courses (*Iowa Code 256.11*). The CTE accreditation standards include:

- The minimum program to be offered and taught consists of a minimum of three sequential units in at least four of the six career and technical areas of: agriculture, business or office occupations, health occupations, family and consumer sciences, industrial technology, and marketing education.
- In grades 9-12, a unit of credit (minimum of 7,200 minutes of instruction) consists of a course or partial units taught throughout the school year.
- Each sequential unit shall include instruction in a minimum set of competencies established locally or by the Department of Education.
- School districts may use a CTE course in more than one CTE service area (i.e., core course) and use multi-occupational courses to complete a sequence in more than one CTE service area.
- No supplemental weighting is granted for courses used by a district to meet minimum state standards.
- Course must be taught by an instructor who meets the same standards as other college adjunct faculty.

Information System Management Strand	Early Childhood Education Strand	Project Lead The Way Engineering Career Academy	Geospatial Career Academy	Health Science Career Academy	Geospatial Career Academy	Early Childhood Education Strand
Career Area 1 (Business)	Career Area 2 (Family & Consumer Sciences)	Career Area 3 (Industrial Technology)	Career Area 4 (Agriculture)			
Course 1 1 Unit	Course 1 1 Unit	Course 1 1 Unit	Course 1 1 Unit	Course 1 1 Unit	Course 1 1 Unit	Course 1 1 Unit
Course 2 1 Unit	Course 2 1 Unit	Course 2 1 Unit	Course 2 1 Unit	Course 2 1 Unit	Course 2 1 Unit	Course 2 1 Unit
Course 3 .5 Unit	Course 3 1 Unit	Course 3 1 Unit	Course 3 1 Unit	Course 3 1 Unit	Course 3 1 Unit	Course 3 1 Unit
Course 4 .5 Unit	Additional Units			Additional Units		Additional Units

Concurrent enrollment instructors must be included in colleges' institutional quality faculty plans (QFPs). The instructors may be differentiated from other employee groups (including the college's other adjunct faculty), but the institutional plan must meet the requirements detailed in 281—IAC 24.5(5).

Concurrent enrollment course instructors employed by the community college are not required to meet secondary licensure and endorsement requirements by the Board of Educational Examiners.

Concurrent Enrollment Textbook Policy

For concurrently enrolled students, textbooks must be provided to students in the same manner as districts provide books for other courses pursuant to Iowa Code Chapter 301. By district policy, a school may rent a textbook, require a student to buy a book, or provide books at no cost.

If the district establishes a textbook fee, the fee must apply consistently to all textbooks. The fee itself must be reasonable and reflect the actual cost of providing the textbook(s). Accordingly, per Department of Education guidance, the fee should be no more than the cost spread over the years the textbook is expected to be used.

In addition, please note the following:

- The school board must adopt a policy that includes provisions for a waiver of fees, which includes textbook fees (full waiver, partial waiver, or temporary waiver). The waiver process helps to reduce the impact of textbook fees on students and families with limited ability to pay (See below).
- The contractual agreement between the college and the district should delineate the institution responsible for providing textbooks to students
- The contractual agreement between the college and the district should delineate the institution responsible for providing tools and equipment. Districts may purchase tools and equipment, at cost, and retain the equipment. Neither the district nor the college may require that students provide their own tools or equipment, though districts may allow students to purchase equipment at cost.
- A textbook fee may not be assessed if no textbook is issued for a course. Doing so would equate to charging tuition, which is not allowed.
- The requirements for PSEO regarding textbooks are different than for concurrent enrollment (e.g., for PSEO, books and materials must be provided to students at no cost but students may be charged for equipment the student retains).

Per Department of Education administrative code (281) chapter 18, school districts must adopt board policies pertaining to the charging and collecting of any fees. This policy must include provisions for granting a waiver, partial waiver, or temporary waiver of student fees. The procedures on charging fees, a written notice of fees charged to each

student, the waiver and reduction policy and procedures including income guidelines, and the application for waiver shall be distributed to all students of the district at the time of registration or enrollment. Waiver processes must ensure confidentiality, be conducted within a reasonable time, and culminate in a written decision issued to the applicant. If the school district denies a waiver, the written decision must include the reason for denial. For students whose primary language is other than English, the school shall provide a copy of these policies in the student's native language or arrange for translation of the materials within a reasonable time.

a. Full Waiver. A student shall be granted a full waiver of all fees if:

- The student or the student's family meets the financial eligibility criteria for free meals offered under the Child Nutrition Program;
- The student or the student's family meets financial eligibility criteria for participation in the Family Investment Program (FIP);
- The student or the student's family is eligible for transportation assistance under open enrollment provided under 281—IAC 17.9(3); or
- The student is in foster care.

Note: Supplemental Security Income eligibility is not a qualifier because a student may qualify for SSI without regard to financial circumstances.

b. Partial Waiver. A school district shall grant a student either a waiver or a partial waiver of all student fees if the student or the student's family meets the financial eligibility criteria for reduced price meals under the Child Nutrition Program. A partial waiver shall be based on a sliding scale related to an ability to pay.

c. Temporary Waiver. At the discretion of the school board, a student may appeal for or be granted a temporary waiver of a fee or fees (note: it does not have to be all fees) in a hardship case. A temporary waiver shall be determined on a case-by-case basis, and may be granted at any time during a school year. The maximum length of a temporary waiver shall be one year.

Transportation

Iowa Code 261E.8(5) presently states that transportation to and from a community college is the obligation of the student and the student's parent or guardian. 281—IAC 22.12 is silent on the issue.

For contracted courses used to meet school district accreditation requirements (regardless of whether college credit is awarded), transportation is an obligation of the district. If the course is not delivered on the high school campus, the district must provide transportation. For jointly administered courses, transportation is also an obligation of the school district.

Career Academies

Program Overview

Career academies are programs of study offered to high school students through an agreement or contract between their high school and a community college. They bridge high school and community college career technical education (CTE) programs.

Iowa defines career academies differently than national models which often involve small learning communities. In Iowa, career academies are programs of study that combine a minimum of two years of secondary education with an associate degree in a career preparatory program. The career academy is a program of study that is non-duplicative, sequential, and ensures that the course of study is skill standards-based, integrates academic and technical instruction, utilizes work-based and work-site learning where appropriate and available, utilizes an individual career planning process with parent involvement, and prepares an individual for entry and advancement in a high-skill and rewarding career field.

The secondary portion of a career academy may consist of courses for high school credit only or may include contracted college credit courses. A career academy could include concurrent enrollment courses or courses used to meet CTE accreditation standards. The postsecondary portion consists of courses within a community college credit CTE program.

Minimum Requirements (281—IAC 47.2(1))

A career academy must have operational policies related to a defined curriculum, credit provisions, sequence and locations of courses, and enrollment procedures. A career academy shall meet the following minimum requirements:

- Articulate two years of secondary education with an associate degree program, which may include a diploma



or certificate;

- Ensure that the secondary and postsecondary components of the career preparatory program are non-duplicative;
- Identify a sequential course of study;
- Delineate skill standards specific to the industry;
- Integrate academic and technical instruction;
- Utilize work-based learning;
- Utilize work site learning where appropriate and available;
- Lead to an associate degree in a high-skill and rewarding career field;
- Provide for an individual career planning process, with parent or guardian involvement;
- Include articulation of a community college associate degree or, if possible, a baccalaureate degree.
- Meet the requirements of Iowa Code sections 256.11 (5)"h" [district accreditation standards], 258.3A [duties of the State Board of Education], 258.4 [duties of the director of the Department of Education], and 260C.14 [authority of the board of directors of community colleges]. (281—IAC 47.2(3))

Senior Year Plus Program Requirements (281—IAC 22.24)

- For college credit career academy courses, the general provisions of Senior Year Plus (SYP) including eligibility requirements, are applicable.
- Information regarding career academies shall be provided by the school district to a student and the student's parent or guardian prior to the development of the student's core curriculum plan (i.e., eighth grade plan).
- A career academy course may qualify as a concurrent enrollment course if it meets the requirements of Iowa Code 261E.8.
- Career academy courses can not qualify as regional academy courses.

Contract or Agreement (281—IAC 47.2(4))

The career academy program of study must receive school district board and community college board approval. A contract or 28E agreement between the boards of a school district and a community college must be signed by participating parties and be in effect prior to the initiation of a career academy. The contract or 28E agreement between the boards of the school district(s) and the community college must set forth the purposes, powers, rights, objectives, and responsibilities of the contracting parties and must specify assurances that the career academy program of study is as defined in Iowa Code 260C.18A. The contract or 28E agreement shall include, but is not limited to, the following:

- The duration of the joint or cooperative undertaking;
- The precise organization, composition, and nature of any separate legal or administrative entity created thereby, together with the powers delegated thereto, provided



such entity may be legally created. However, if the agreement establishes a separate legal or administrative entity, the entity shall, when investing funds, comply with the provisions of Iowa Code sections 12B.10 through 12B.10C and other applicable law;

- The purpose or purposes of the joint or cooperative undertaking and the method to assess effectiveness in achieving results;
- The manner of financing the joint or cooperative undertaking and of establishing and maintaining the budget;
- The permissible method or methods to be employed in accomplishing the partial or complete termination of the agreement and for disposing of property upon such partial or complete termination;
- The manner of acquiring, holding, and disposing of real and personal property used in the joint or cooperative undertaking;
- Provision for an administrator or a joint board responsible for administering the joint or cooperative undertaking;
- Any other necessary and proper matters for the joint or cooperative undertaking.

The school district board and community college board must approve the agreement. An assurance form, as defined by the Department of Education, which specifies that the career academy includes all components required under subrule 47.2 (1) shall be sent to the director of the Department of Education.

Faculty Standards (281—IAC 47.2(5))

Faculty providing college credit instruction in a career academy program of study must meet community college faculty minimum standards as specified in rule 281—IAC 21.3 and the requirements of the quality faculty plan as approved by the community college board. Faculty teaching courses that provide only secondary level credit must have appropriate secondary licensure pursuant to Iowa Code Chapter 272.

Credit Options (281—IAC 47.2(6))

School districts may elect to offer high school credit for college credit courses delivered within a career academy program. The career academy program shall be designed so that a student who utilizes the program will graduate from high school with the class in which the student was enrolled.

Career Academy Funding (281—IAC 47.2(2))

Community colleges may expend Workforce Training and Economic Development Fund moneys on the development and implementation of career academies provided appropriate requirements are met. (281—IAC 9.5(3))

The individual courses offered by a community college in a career academy may additionally be funded through a variety of state and federal sources. (281—IAC 47.2(2)) Courses within a career academy may be concurrent enrollment courses, provided appropriate requirements are met. Career academies may also qualify for use of federal Carl D. Perkins funds.

Accreditation Requirements

Contracted college credit courses may be used to meet school district minimum accreditation standards for CTE offerings. See [page 30](#) for more information on how contracted college credit courses and other contracted courses may be used to meet district accreditation standards.

School District Data Reporting Requirements

Data collection and reporting must follow specified requirements as determined by the Department of Education. (281—IAC 47.2(7))

All concurrent enrollment courses are reported through Student Reporting in Iowa (SRI) reporting as described in the concurrent enrollment reporting section on [page 15](#). Career academy courses may be assigned an accreditation program area of 9 (vocational) when appropriate and a course origination value of 9 (career academy course offered through concurrent enrollment). The Institution Providing Course field's acceptable values are the community college's six-digit IPEDS codes.

Community College MIS Reporting Requirements

Data collection and reporting must follow specified requirements as determined by the Department of Education. (281—IAC 47.2(7))

Community colleges must report fall and fiscal year career academy enrollment through the Community College Management Information System (MIS). Additional information about career academy reporting can be found in the *Reporting Manual and Data Dictionary for the Community College MIS* on the department's [website](#).

Project Lead the Way®

Program Overview

[Project Lead the Way®](#) (PLTW) provides middle and high school students with the opportunity to enroll in rigorous and innovative Science, Technology, Engineering, and Mathematics (STEM) programs. PLTW provides curriculum in engineering for middle and high school students and biomedical sciences for high school students, engaging students in Activities-, Projects-, and Problem-Based (APPB) learning.

Availability and Notification (281 - IAC 22.32(2))

School districts shall make descriptions of PLTW courses available to students through a course registration handbook. The handbook will be provided to every junior high school student or middle school student prior to development of a core curriculum plan pursuant to Iowa Code 279.61 and identify which courses, if successfully completed, generate college credit under the program;

PLTW courses are available to students from accredited nonpublic schools and students receiving competent private instruction under Iowa Code chapter 299A through the school district in which the accredited nonpublic school or private institution is located.

Credit (281 - IAC 22.32(8))

Students enrolled in a PLTW course will be awarded credit:

- By the school district for high school credit if the course is not offered by a community college. A PLTW course may count toward a school district's graduation requirements provided that the teacher is licensed by the board of educational examiners and endorsed within the subject area of the accreditation requirement (281—IAC 22.32(6));
- By the school district if the course is offered by a community college provided the student successfully completes the course as determined by the community college and the course was approved by the school board pursuant to Iowa Code subsection 261E.8(3) and paragraph 22.2(2)"a". If a student is not successful in completing a PLTW course as determined by the community college, the student's high school transcript shall reflect the failing grade. The board of directors of the school district shall determine the number of high school credits that shall be granted to a student who successfully completes a PLTW course.
- The school district may offer a PLTW course as an articulated course (see [page 8](#)). An articulated course shall not be delivered by a postsecondary institution or through a sharing agreement with a community college and shall not generate supplementary weighting.

Instructor Requirements (281 - IAC 22.32(5))

A school district shall ensure that a teacher or instructor employed to provide instruction under this rule meets the following additional criteria:

- The teacher shall have successfully completed the training required by the national organization that administers the project lead the way program.



- The teacher shall meet the minimum requirements of the national organization that administers the project lead the way program.

Curriculum (281 - IAC 22.32(4))

School districts providing PLTW programs must offer the curriculum established by the national organization that administers the PLTW program.

Shared District-to-Community College Courses (281 - IAC 22.32(7))

A district-to-community college sharing or concurrent enrollment program for PLTW courses may be established with a community colleges established under Iowa Code chapter 260C. The program shall be made available to all resident students in grades 9 through 12.

To offer a PLTW course through district-to-community college sharing, the following requirements must be satisfied:

- A comparable course, as defined in rules adopted by the board of directors of the school district consistent with department administrative rule, must not be offered by the school district or accredited nonpublic school the student attends.
- The school district shall be certified by the national organization that administers the PLTW program and have a signed agreement with that organization.
- Institutions, instructors, and students shall meet the requirements of Iowa Code section 261E.3 (see [pages 9](#) through 16).

A school district may set additional eligibility requirements to ensure student readiness to achieve success. All students in the shared course shall meet the expectations of the national organization that administers the PLTW program and shall be registered for college credit. Students may not “audit” a PLTW course offered through a contractual agreement with a community college.

Eligible students may make application to a community college and the school district to allow the student to enroll for college credit in a PLTW course offered by the community college.

A district-to-community college sharing program for PLTW courses that meets the supplementary weighting requirements of 281 – subrule 97.2(6) is eligible for funding under that provision for shared college credit career and technical education courses.

Project Lead the Way® Exemption

Project Lead the Way® courses offered through a sharing agreement between a school district and community college:

- May be offered as a full-year course; and
- Do not need to be regular community college courses delivered on the college campus.

School Accreditation Requirements

PLTW contracted college credit courses may be used to meet school district “offer and teach” high school mathematics, science, or industrial technology accreditation requirements.

To meet the requirement, the PLTW course must be taught by a teacher that is properly licensed and endorsed by the Iowa Board of Educational Examiners to teach the subject area (i.e., mathematics, science, or industrial technology). The teacher is considered a highly qualified teacher.

To meet school district “offer and teach” accreditation standards for CTE courses (within the industry technology service area), contracted PLTW college credit courses must be taught by a properly licensed teacher with an industrial technology endorsement.

If the PLTW course offerings are not being used to meet minimum accreditation requirements, the courses may be taught by a high school instructor holding a teaching license and endorsed in one or more of the following areas: industrial technology, math, science education. The courses may also be taught by a community college instructor without a high school teaching license provided the instructor meets the requirements of the college.

Additionally, at the school district's discretion, PLTW courses may count toward school district graduation requirements. However, for the course to count, the teacher must be properly licensed and endorsed within the subject area of the graduation requirement.

Regional Academies

Program Overview

A regional academy is a program established by a school district to which multiple school districts send students in grades 7 through 12. Regional academies must include in their curricula advanced level courses and may include career and technical courses, internet-based courses, and coursework delivered via the ICN. The program is intended to serve as a district-to-district sharing mechanism to increase the availability of advanced coursework. The purpose of regional academies shall be to build a culture of innovation for students and community, to diversify educational and economic opportunities by engaging in learning experiences that involve students in complex, real-world projects, and to develop regional or global innovation networks.

Establishing a regional academy requires submitting a plan to the department for approval. The application form and the funding agreement is located on the department's [website](#).

SYP Requirements (281—22.26)

Regional academies shall meet the following requirements.

- A regional academy shall include in its curriculum advanced level courses and may include in its curriculum career and technical courses. Additionally, courses may be delivered online via ICN, or asynchronous learning networks.
- School districts participating in regional academies may be eligible for supplementary weighting as provided in 257.11(2) [district-to-district sharing].
- Information regarding regional academies shall be provided to a student and the student's parent or guardian prior to the development of the student's core curriculum plan (i.e., eighth grade plan) under Iowa Code 279.61.

Supplementary Weighting

School districts may be eligible for additional weighting funding to support regional academies provided requirements are met. See the concurrent enrollment section ([page 26](#)) for a brief introduction to supplementary weighting.

Resident students in a district providing an approved regional academy to which multiple other school districts send high school students are eligible for regional academy supplementary weighting of one-tenth of the fraction of a school year during which the pupil attends courses at the regional academy in which nonresident students are enrolled pursuant to subrule 97.4(1)"a". The maximum amount of additional weighting for which a school district establishing a regional academy shall be eligible is an amount corresponding to 30 full-time-equivalent pupils. The minimum amount of additional weighting for which a school district establishing a regional academy shall be eligible is an amount corresponding to 15 full-time-equivalent pupils if the academy provides both advanced level courses and career-technical courses. (281—IAC 97.4(2 through 4))

Supplementary Weighting Requirements

A resident student is eligible for supplementary weighting if the student is eligible to be counted as a resident student for certified enrollment and if all of the following criteria are met:

- Two or more Iowa school districts, that are not whole-grade sharing partner districts with each other or the host district, send students to advanced-level courses that are included in the curriculum of the regional academy, and these students are eligible for supplementary weighting under subrule 97.2(1), paragraph "a" or "c."
- The regional academy is located in the district.
- The grade levels include grades seven through twelve.
- The courses have no relationship to the program provided to students pursuant to an IEP (257.11(8)).
- The academy coursework is not an at-risk program, an at risk pupil's program, or alternative school (257.11(8)).
- The curriculum is an organized course of study, adopted by the board, that includes a minimum of two advanced-level courses that are not part of a career-technical program. An advanced level course is a course that is above the level of the course units required as minimum curriculum in 281—IAC 12(5) (offer and teach accreditation standards) in the host district.
- The resident students are not eligible for supplementary weighting under another supplementary weighting plan.
- No resident or nonresident students are attending the regional academy under a whole grade sharing arrangement as defined in subrule 97.2(7). If two or more of the sending districts are whole grade sharing partner districts, those districts are counted as one sending district for purposes of meeting the requirements to be deemed a regional academy.

Supplementary Weighting and ICN Courses

A school district that provides a regional academy class via the ICN to a pupil in another school district and the school district receiving that class for a pupil shall each receive a supplementary weighting of one-twentieth (0.05) of the percentage of the pupil's day during which the pupil attends the ICN class. The class is not eligible for any other supplementary weighting, including regional academy weighting. The class, if provided by a community college, must meet all of the requirements of a concurrent enrollment class. Districts must pay instructors of ICN courses a portion of the supplementary weighting received by both the host and receiving school districts pursuant to Iowa Code section 257.11(7)(b).

Reporting Requirements

All regional academy courses are reported through Student Reporting in Iowa (SRI) as described on [page 14](#). The accreditation program area should be appropriately identified according to the curricular areas identified in the current *SRI Data Dictionary*. The Institution Providing Course field will contain the host's four-digit state-assigned district code. The Course Origination field is identified by the value of 10 (regional academy course).

Senior Year Plus Quality Assurance

It is the responsibility of institutions participating in Senior Year Plus (SYP) to ensure the quality of courses and compliance with the appropriate requirements of Iowa law. For both secondary and postsecondary courses, a variety of external accountability mechanisms exist to ensure that Senior Year Plus standards are met. These include a plethora of accreditation and audit processes.

Accreditation Processes

Educational institutions are reviewed through accreditation processes grounded in the fundamental assumption that quality is best served through processes that enable peers of an organization, informed by standards best understood and applied by professionals in the field, to make the comparative judgments essential to quality assurance. In Iowa, the peer review accreditation model is supplemented with assessments of compliance with the state minimum standards in Iowa law.

School District State Accreditation Process

The Iowa Department of Education's [school improvement process](#) utilizes a continuous improvement model for accountability while ensuring minimum state accreditation standards are met. School district compliance with SYP requirements is reviewed in the course of this process.

Through a cyclical process, school districts self-assess, review needs, plan, implement changes, and evaluate success. The process determines compliance with state accreditation standards while providing a general assessment of educational practice. At the center of the process is a department-led comprehensive site visit which occurs once every five years. Following the visit, the department prepares an accreditation report which includes compliance-related citations and recommendations for the purpose of improving educational practices above minimal compliance.

While the focus of the accreditation process is on assessing districts' progress with their [Comprehensive School Improvement Plan](#) (CSIP), issues are identified and addressed throughout the school improvement process.

HLC Accreditation Process

Institutions of higher education eligible to participate in Senior Year Plus must be regionally accredited by the [Higher Learning Commission](#) (HLC). This [regional accreditation process](#) certifies institutional quality using a process for self-improvement based on critical self-analysis and peer evaluation.

Through the [accreditation process](#), colleges and universities are evaluated to ensure students receive quality offerings in line with their stated mission. In addition to assessing formal educational activities, the HLC also evaluates governance and administration, financial stability, admissions and student personnel services, resources, student academic achievement, organizational effectiveness, and relationship with external constituencies.

The accreditation process involves extensive self-study and a site visit by an accreditation team. Following each visit, a report is generated with recommendations regarding continued accreditation and for institutional improvement. Institutions of higher education participate in either the Program for Evaluating Academic Quality (PEAQ) or the [Academic Quality Improvement Program](#) (AQIP) and must have their accreditation status reaffirmed periodically.

Community College State Accreditation Process

In addition to the HLC accreditation process, community colleges are accredited by the State Board of Education. The [accreditation process](#) supplements the HLC process by ensuring compliance with state standards not specifically reviewed through the HLC review.

Through the state accreditation process, Senior Year Plus programs are reviewed. As with other accreditation processes, state accreditation is focused on both minimum compliance and continuous improvement above standards.

The state accreditation process includes self-study reports and site visits. Visits are conducted on the same academic year as the institution's HLC visit. Following each visit, a final evaluation report is generated with recommendations. The Iowa Department of Education may also conduct focus visits at any time if there is a pattern of serious complaints, a violation of rule or law, or if the college undergoes substantial unplanned changes.

NACEP Accreditation Process

In addition to institutional accreditation processes which ensure the public is well-served by an institution, colleges and universities are accredited by specialized accreditors which evaluate specific program areas (usually a discipline). The [National Alliance of Concurrent Enrollment Partnerships](#) (NACEP) is one such specialized accreditor with a program accreditation process for concurrent enrollment programs.

Each of Iowa's 15 community colleges has committed to seeking NACEP accreditation and ensuring the quality of concurrent enrollment offerings. Recognized as a national model for states instituting quality controls for dual enrollment programs, a number of states have implemented dual enrollment policies or law which utilize [NACEP standards](#) or accreditation. NACEP utilizes 15 standards for curriculum, faculty, students, assessment, and program evaluation. Senior Year Plus standards are in close alignment with NACEP accreditation standards.

The process for obtaining NACEP accreditation involves extensive document review during the first year and a site visit during the second year. Following the site visit, a team consisting of representatives of NACEP-accredited two- and four-year institutions makes recommendations regarding accreditation. Once accredited, colleges and universities go through a reaccreditation process every five years.

Audit Processes

Audit processes are used to provide confidence that courses delivered through Senior Year Plus meet established standards and criteria.

School Audit procedures

Senior Year Plus legislation included adjustments to school audit procedures to include a review of categorical and designated funding streams. All supplementary weighted funding streams are now within the purview of the audit process. State auditors ensure school audits include a determination that the law is being followed, that supplementary weighting is pursuant to an eligible sharing condition, and that concurrent enrollment courses eligible for supplementary weighting supplement rather than supplant school district courses.

Postsecondary Course Audit Process

As mandated by Iowa Code Section 261E, the Postsecondary Course Audit Committee is charged with annually auditing postsecondary courses offered to high school students in accordance with SYP. The audit committee currently consists of representatives of the three public institutions, the K-12 sector, and community colleges.

Audit plans entail a thorough review of the quality of concurrent enrollment offerings while limiting duplication with existing accountability mechanisms. The audit process is coupled with the NACEP accreditation and aligned with the community college state accreditation process.

The scope of the audit is limited to currently concurrent enrollment courses. The scope may be broadened in future years to include other SYP offerings, including PSEO and AP® courses.

AP® Course Audit Process

The College Board has a review process for AP® that includes a [course audit](#). Courses are reviewed by college faculty reviewers who validate course syllabi and other course information.

The College Board contracts with the Educational Policy Improvement Center based at the University of Oregon to coordinate the audit process.

A course syllabus and a subject-specific audit form must be submitted as a part of the audit process. The syllabus must contain evidence that the designated course requirements are included in the course. The audit forms specify the curricular and resource requirements that must be met to receive the AP® designation.

For more information, visit the College Board's [AP® Central](#) website.

Data Available

The Iowa Department of Education collects a wealth of data on Senior Year Plus participation and joint enrollment. This information is utilized by the department, educational institutions, and policymakers.

Condition of Education Report

Released annually, the [Condition of Education Report](#) provides detailed fiscal year and longitudinal data on high school student enrollment in AP® courses and PSEO enrollment. The data is collected from a variety of sources including the SRI data collection system and the [Basic Educational Data Survey](#) (BEDS).

The report includes detailed information on AP® exam scores, including score averages and distributions, percentage of scores 3+ by gender, number of exams taken per thousand students, percentage of schools participating, and national comparisons.

The report also includes concurrent enrollment, and PSEO enrollment including the number of courses taken over the past five years. The data is disaggregated by student grade level, type of postsecondary institution, and whether the course is academic or career and technical.

The report is available on the department's [website](#).

Condition of Iowa's Community Colleges Report

The [Condition of Iowa's Community Colleges Report](#) is also released annually and contains detailed fiscal year and trend-line information on joint enrollment. The report is primarily based on data collected through the [Community College Management Information System](#) (MIS).

The joint enrollment section of the report includes enrollment data disaggregated by offering arrangement and student demographic categories. It also includes data on the average number of credit hours per student. Data is primarily reported by college region, however some joint enrollment data is disaggregated by school district and displayed in a map format. The report is available on the department's [website](#).

Iowa Community Colleges Joint Enrollment Report

The annual [Iowa Community Colleges Joint Enrollment Report](#) is, as the title suggests, devoted to the topic of joint enrollment. Containing community college MIS data, the report provides summative fiscal year and trend data disaggregated by college.

The report includes data on joint enrollment and credit hours taken including percentages of total enrollment and credit hours. Additionally, the report includes college joint enrollment profiles. The report is available on the department's [website](#).

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Frequently Asked Questions

This section provides department responses to frequently asked questions related to Senior Year Plus (SYP). Each question is accompanied by the section of [Iowa Administrative Code \(i.e., rule\)](#) that is clarified.

For the most up-to-date information, please visit the [Senior Year Plus section](#) of the Iowa Department of Education website.

General Provisions (Division I)

22.1

Q. Are foreign students eligible for Senior Year Plus programs?

A. First disclaimer: there is no one size fits all guidance for this area of law. Take the following guidance as it is intended to be—very general statements.

Resident students who may be undocumented: These are students who reside in Iowa; whether they have proper documentation to be here legally is irrelevant to school districts. K-12 school officials do not make inquiry into the citizenship status of students who clearly reside in their district. The district of residence provides all educational benefits, including Senior Year Plus programs and extracurricular programs, to such students.

Two cautionary notes:

- If a resident student who may be in the U.S. undocumented desires to partake of a Senior Year Plus course for both secondary and postsecondary credit, the student should be counseled that the postsecondary institution could deny the student access to the course. Also, while district officials may and should truthfully reassure the student that no one from the district will report any suspicions about the student's status to federal authorities, the district cannot guarantee the same about officials at the postsecondary instruction.
- Same as above, but the course is one that requires a background check (Such as a course in a healthcare field), the student should be counseled that the background check cannot be done if the student does not have a Social Security number. District officials are not to ask the student whether s/he has an SSN; just provide the information and let the student make an informed decision about whether to proceed with signing up for the course.

Foreign exchange students (J-1 visa holders): These are students who are sponsored by an organization such as Rotary, Youth for Understanding, etc., and who reside with a host family. These students are not residents of the district, and a district cannot include them on certified enrollment. The district is neither required to nor prohibited from allowing J-1 students to access SYP programming.

Foreign students, non-exchange (F-1 visa holders): District officials will recall that they are required to collect full tuition for F-1 students. Therefore, there is no financial disincentive for allowing these students to access SYP programming.

Finally, always give the benefit of any doubt to the student and allow them access to SYP programming.

22.2(1)

Q. Can colleges set more restrictive standards for high school student enrollment? For example, could you require high school students to be upperclassmen or to meet other specific requirements?

A. Colleges have authority to determine course prerequisites and enrollment requirements for courses generating postsecondary credit. However, any enrollment requirement set by the college for students enrolling through SYP must also be required of full-time students for admission to the institution. Any requirement must be in agreement with SYP requirements established in Iowa Code and Administrative Rule. Therefore, a college could not restrict concurrent enrollment participation to upperclassman since Iowa Code and Administrative Rule clearly state that the program shall be open to all students in grades 9 through 12. Conversely, a college could require students earn a certain score on an entrance exam (e.g., COMPASS, ACT, etc.) so long as this is required of a full-time student enrolling in the institution.

22.2(2)(a)

Q. Is there a form that must be used to meet this requirement? Are there any documentation requirements?

A. The documentation to use and maintain is a local decision.

Q. Can districts set restrictive requirements for students to enroll in courses offered through SYP? For example, could a district require students to exhaust the school's curriculum prior to enrollment in SYP courses, limit enrollment in PSEO to one course per semester, or require that PSEO courses be taken only during a certain time of the day?

A. No. Eligible institutions shall not place restrictions on participation in Senior Year Plus programming beyond that which is specified in statute or administrative rule (281—22.4 (1)(h)).

22.2(2)(b)

Q. How is proficiency determined on the Iowa Assessments?

A. Proficiency cut scores for the Iowa Assessments are determined in the Standard Score metric (instead of National Percentile Rank) specific to grade, content, and time of year (fall, midyear, spring). See section "Student Proficiency Requirements" starting on [page 9](#).

Q. Do students need to demonstrate proficiency in all three content areas (i.e., reading, mathematics, and science)?

A. Yes.

22.2(2)

Q. Do student proficiency requirements apply to career technical education (CTE) courses delivered through a contractual agreement with a community college used to meet a district's minimum "offer and teach" accreditation requirements?

A. No. Student proficiency requirements do not apply to CTE courses used to meet district accreditation requirements. Districts may not claim supplementary weighted funding for those courses as they are not considered concurrent enrollment.

22.2(2)(b)

Q. How do student proficiency requirements apply to students under competent private instruction?

A. A student under competent private instruction shall meet the same proficiency standard as students in the school district in which the student is dually enrolled and shall have the approval of the school board in that school district to register for the postsecondary course. In lieu of Iowa Assessment scores, CPI students may demonstrate proficiency through alternative performance measures. See [page 14](#) for more information.

Q. If a student does not meet the academic proficiency requirements in reading, mathematics, and science at the district level for enrollment in a SYP course, but he or she meets the requirements of the postsecondary institution, may the student pay tuition and take the college credit course?

A. If a high school student wishes to enroll independently as a tuition-paying student, they may do so (the student pay the college the tuition, not the district) provided they meet the college's enrollment requirements including any prerequisite(s) or academic assessment(s). The student would not need to meet Senior Year Plus requirements (including academic proficiency). While the student could enroll in the course independently, nothing would compel the district or nonpublic school to grant high school credit (the district/school should consult its local policy) or include evidence of this enrollment on the student's high school transcript.

At least one section of any college course offered for concurrent enrollment must be available to regular college students during the semester in which the course is offered for concurrent enrollment. If another section is available, the section may be closed to regular college students. In the situation whereby a high school student is enrolling as a tuition-paying student, the student should be treated the same as other regular tuition-paying students—either excluded or allowed to enroll in the high school section based on local policy.

The student could enroll in any other section of the course offered by the college, provided the student meets the college's enrollment requirements and the district's attendance policy. The district/school would not be compelled to allow the student to leave school grounds to attend a college course that is not offered through concurrent enrollment or PSEO (i.e., not offered through Senior Year Plus). The student/parent should consult with the district/school prior to enrollment to ensure the established policy would allow the student to do so.

22.2(2)(b)(1)

Q. Is a district required to set alternative performance measures?

A. Districts are encouraged to determine alternative performance measures, but are not required to do so. The exception would be for students under competent private instruction, in which case a school district *must allow* a student under private instruction to demonstrate proficiency in reading, mathematics, and science through any of the measures listed on [page 14](#).

Situations may arise that prevent the Iowa Assessments from being utilized to determine proficiency (e.g., students enrolled through competent private instruction and students moving into the district from other states). Alternative performance measures must be equivalent to the reading, mathematics, and science proficiency levels established for the Iowa Assessments.

Q. What equivalent alternative measures of proficiency are acceptable?

A. Alternative measures for determining proficiency are locally-determined. The district must ensure the alternative measure(s) assesses students' [academic proficiency](#). Alternative performance measures must be equivalent to the reading, mathematics, and science proficiency levels established for the Iowa Assessments. See [page 11](#) for additional information.

22.2(2)(b)(2-3)

Q. Are students enrolled in nonpublic schools and competent private instruction (CPI) eligible to participate in career academies and regional academies?

A. Yes. CPI students from these settings must enroll through the public district in which they are dual enrolled. Nonpublic school students must enroll through the public school district in which their accredited nonpublic school is located. Students from nonpublic schools and those receiving CPI must meet the same eligibility criteria as regularly enrolled district students to participate in these programs.

22.2(2)(3)

Q. Is a district required to accept alternative performance measures in lieu of Iowa assessments scores for students under competent private instruction?

A. Yes. A school district shall allow a student under competent private instruction to demonstrate proficiency in reading, mathematics, and science by any of the means listed on [page 14](#).

22.3(1)

Q. Are community college instructors delivering Senior Year Plus courses subject to state minimum faculty standards?

A. Instructors teaching credit coursework and under contract for half-time or more must meet state minimum faculty standards. All instructors teaching community college credit courses (including adjunct faculty such as high school concurrent enrollment instructors) must meet state minimum faculty standards. See the [Community College Quality Faculty section](#) of the department website for additional information.

Q. Are community college institutional quality faculty plans required to include instructors delivering contracted college credit courses?

A. Yes. The plans may differentiate between various employee groups (e.g. different requirements for full-time faculty, counselors, contracted adjunct faculty).

22.3(1)

Q. Who is responsible for assuring background checks are completed?

A. The school district. See 281 - IAC 22.4(2)(b).

22.4

Q. May a community college prohibit PSEO enrollment?

A. No. Community colleges must make PSEO available to all eligible students.

22.4(1)

Q. May a district set criteria for enrollment in Senior Year Plus programming beyond the student proficiency requirements such as a certain grade in a high school course, a certain high school GPA, etc.?

A. No. Senior Year Plus expressly prohibits districts from placing restrictions on participation in Senior Year Plus programming beyond that which is specified in statute or administrative rule. Districts do, however, have a significant role in advising and helping students enroll in appropriate coursework.

22.4(1)(b)

Q. If students enroll in college credit courses under Senior Year Plus programs, does this enrollment reduce their years of eligibility for college athletic competition?

A. Representatives of the National Collegiate Athletic Association (NCAA), the National Association of Intercollegiate Athletics (NAIA) and the National Junior College Athletic Association (NJCAA) indicated that eligibility

is not affected until the student has enrolled full-time in a postsecondary educational institution. Students and parents seeking a definitive eligibility ruling regarding an individual student should directly contact the representative of the appropriate athletic association.

22.4(1)(g)

Q. What sources of enrollment count toward a student's full-time college status with regard to Senior Year Plus?

A. For purposes of Senior Year Plus, all concurrent enrollment and PSEO courses count toward the full-time limit. Postsecondary institutions may not enroll any student in 24 or more credit hours of college credit-bearing courses through SYP programs at any one postsecondary institution during an academic year, excluding any summer term. See [page 10](#) for additional information.

22.4(3)

Q. If a college credit career and technical education course delivered through a contract between a community college and a school district is not eligible for supplementary weighting under Senior Year Plus, is it subject to Senior Year Plus requirements?

A. No. If a course delivered by a community college is used to meet a school district's "offer and teach" requirements under Chapter 12.5(5)(i), it is ineligible for supplementary weighting. This is not considered concurrent enrollment as defined by SYP.

Advanced Placement Program (Division III)

22.7

Q. Are all districts required to offer advanced placement courses?

A. Yes.

Q. Do students need to meet Senior Year Plus eligibility criteria to enroll in Advanced Placement® courses?

A. No. If the Advanced Placement® course is not delivered by a postsecondary institution and college credit is not awarded upon completion, then students do not have to meet the Senior Year Plus eligibility requirements.

Q. May concurrent enrollment courses be designated as Advanced Placement® courses?

A. Senior Year Plus legislation allows concurrent enrollment courses eligible for supplementary weighting to also be designated as AP® by the College Board provided that all requirements are met. Concurrent enrollment courses designated as AP® must use the college's syllabi and may not be delivered over the course of an entire school year. See [page 27](#).

Q. How should joint AP®/concurrent enrollment courses be labeled?

A. With regards to how a joint concurrent enrollment/AP® course should be labeled, the College Board offers the following guidance:

The teachers of these courses and the principals at the schools providing these dual-enrollment/IB opportunities to their students must complete and submit the AP Course Audit form and syllabus for review. If authorized, these courses may be labeled "AP." The "AP" designation can only be used with the official AP course titles, but if your current course title differs from the official AP course title, you can certainly continue to use your current course title and then insert the official AP course title in brackets either before or after your own course title.

Concurrent Enrollment Program (Division IV)

22.11(6)

Q. Can a school district charge tuition for courses that are delivered through a contractual agreement between a community college and the district if the courses are ineligible for supplementary weighting?

A. No. High school students may not be charged tuition by the school district regardless of whether or not a course generates supplementary weighting.

Q. May districts charge a textbook fee for concurrent enrollment courses?

A. For concurrently enrolled students, textbooks must be provided to students in the same way as districts provide books for other courses pursuant to Iowa Code chapter 301. By district policy, a school may rent a textbook, require a student to buy a book, or provide books at no cost. See [page 31](#) for more information.

Q. May a district charge students for optional exams (e.g. Project Lead the Way exams)?

A. Provided the exam is truly optional, the district may pass along the fee.

Q. May the district pass along to a student the fee for a criminal background check required by state law before certain health occupations students can participate in clinical or field experience?

A. Yes.

Q. May students be charged the district's cost if a student fails a concurrent enrollment course?

A. No. While districts may charge students if they fail to successfully complete a course through PSEO, this provision does not extend to concurrent enrollment courses. Students may not be charged any fee or penalty for withdrawing or failing a concurrent enrollment course. While no fee may be charged, there is an important advising role for high schools

since students need to understand the importance of being ready for college level work and having a failing grade on their transcript.

22.11

Q. May a concurrent enrollment course delivered at a high school location be spread over one year if it is delivered as a one semester course at the college?

A. No. A course delivered at a high school location must be comparable to the delivery at the college.

22.11(3)

Q. Can concurrent enrollment courses be used to meet school district accreditation requirements for career and technical education (CTE) courses?

A. Contracted college credit courses may be used as part of school district accreditation ("offer and teach") requirements for career and technical education, however those courses are not eligible for supplementary weighting for district to community college sharing agreements (concurrent enrollment). These contracted courses are not defined as "concurrent enrollment" and are not subject to Senior Year Plus requirements.

12.11(3)

Q. May a district apply for and receive a waiver for the third or fourth year of a foreign language and offer one or more foreign language courses in the same language via concurrent enrollment?

A. No. This option is not available to districts. All Iowa school districts are required to offer-and-teach a four-unit sequence of uninterrupted study in at least one language per 281 - IAC 12.5(5)(h). A waiver provision is provided for the 3rd and 4th units if all of the following occur:

- The class is properly scheduled, and students are aware of the course offerings;
- The district can document the 3rd and 4th units of the foreign language sequence is assigned a schedule that allows students to enroll;
- The district can document it employs a teacher with the corresponding licensure/endorsements to teach the four-unit sequence of foreign language;
- The district can document the local school board has approved the request to be waived from 3rd and 4th sequential units of the language.

Concurrent enrollment not intended to supplant the basic high school program and provide weighted dollars to the district at the same time. Districts may not allow students to complete the first two units of foreign language, bypass the 3rd and 4th units, concurrently enroll in college level foreign language, file a waiver with the Department assuring that no students enrolled in 3rd and 4th units, and apply for supplemental

weighting. The waiver provision only applies in situations where there are no students enrolled in the class.

Foreign language courses may be offered for concurrent enrollment provided all Senior Year Plus requirements are met and the courses are not used to meet district minimum accreditation requirements. A district may request and receive a waiver (provided all requirements are met) if the concurrent enrollment course(s) is for a different foreign language.

22.4(1)

Q. Can a district prevent students who previously withdrew (or failed) from a concurrent course from taking a future concurrent enrollment course?

A. No. Districts may not place restrictions on SYP programming beyond that which is specified in statute or rule (281 - AIC 22.4(1)(h)).

22.11(5)

Q. May a district assign a pass/fail grade on the student's high school transcript for a concurrent enrollment course which uses letter grades on the college's transcript?

A. Yes. For concurrent enrollment courses, districts grant high school credit upon successful completion and determine the number of high school credits awarded. In the same manner, a district may award different grading symbols (e.g. pass/fail) per its policy. The only restriction on grade assignment is that a district may not award a passing grade when a postsecondary institution awards a failing grade for a given course.

97.2(5)

Q. What are the requirements for concurrent enrollment courses and the enrollment of regular college students in those courses?

A. Concurrent enrollment courses are required to be included in the college's catalog and open to all students. Sections of the course in question must be available at the community college. It is acceptable to limit access to particular sections of a course, such as those delivered at a high school location. This is a local decision and should be addressed within the district/community college concurrent enrollment agreement.

97.2

Q. Is it possible for a district to contract with two community colleges for the same concurrent enrollment course? For example, may a district contract with one community college to provide a concurrent enrollment course onsite and simultaneously contract with another community college to provide a concurrent enrollment course at a community college site?

A. Yes. Prevailing practice is for each community college to confine their concurrent enrollment practices to their own region. While this arrangement is not stipulated by law, colleges each serve their own region and do not establish

concurrent enrollment contracts with districts outside of their service area unless there are extenuating circumstances (e.g., a college does not offer a certain program or course).

Under certain circumstances, it is possible for a school district to contract with two community colleges for the same course. The community colleges have agreed that prior to entering into a concurrent enrollment contractual agreement which crosses a community college regional border, they will contact the community college in which the school district is located to have the arrangement approved by each community college impacted by and included in the contract.

Q. Is it possible for a concurrent enrollment course offered by one community college to supplant the same concurrent enrollment course offered by another community college?

A. No. Guidance is clear that PSEO may not supplant a district offering, which includes concurrent enrollment courses. A PSEO course would supplant a district offering if it was determined by the local school district that the courses are comparable.

It is also clear that concurrent enrollment courses may not supplant district offerings. Supplanting would involve the district offering a concurrent enrollment course which consists of substantially the same concepts and skills as the content of a course provided by the school district. Once it is determined a concurrent enrollment course does not supplant a district offering, the district may contract with a community college to provide the concurrent enrollment course, at which time the concurrent enrollment course become part of the district's offerings

Senior Year Plus is silent as to whether a concurrent enrollment course can supplant another concurrent enrollment course. Presumably this situation would only arise if a district contracted with two community colleges. Though it is possible for a district to contract with a community college outside of its region, the community colleges have agreed that prior to any such arrangement the community college outside of the district's service region will ensure the region's servicing community college has consented to the arrangement.

In the case of a district attempting to contract with two community colleges for two separate concurrent enrollment courses, the district should continue to adhere to the "supplement, not supplant" rule.

Regarding contracting with multiple community colleges to provide the same course, districts are free to contract for multiple sections of the same concurrent enrollment course. Doing so may actually serve to increase student access to concurrent enrollment offerings. Since a concurrent enrollment course becomes part of the district's course offerings, any additional offerings of the concurrent enrollment course would not be subject to the "supplement, not

supplant” rule. The arrangement would be no different than a district offering multiple sections of a single course.

Q. May a district contract with community colleges to provide concurrent enrollment courses that are offered in the evening?

A. Yes. Students may enroll in evening courses. Evening courses may actually be one of the best opportunities for many students since attending an evening course would afford more time for travel to and from the course. The courses are eligible for supplementary weighting if applicable requirements are met.

Q. May a district contract with a community college to provide concurrent enrollment courses on weekends?

A. Yes. Students may enroll in weekend courses. The courses are eligible for supplementary weighting if the courses are offered during the regular school session and the courses and students meet applicable eligibility requirements.

Q. May a district contract with a community college to provide a course during interim periods or summer session?

A. Yes. Students may enroll in interim or summer session courses. The courses, however, are not eligible for supplementary weighting if offered outside of the regular school session.

Q. Can a concurrent enrollment section be delivered on the premises of an accredited nonpublic school?

A. No. To participate in concurrent enrollment, eligible students must enroll through the public school district. Only public school districts are eligible to receive supplementary weighted funding for concurrent enrollment through Senior Year Plus. Whether the course is delivered at the public high school or at the community college, the nonpublic school student must attend at the location the course is offered to participate.

Nonpublic districts may contract directly with a community college for delivery of courses for high school and college credit (similar to concurrent enrollment), but the nonpublic district will not receive supplementary weighted funding. Please note that if a comparable course is available at the public school OR the nonpublic school, then it is not eligible to be delivered through Senior Year Plus.

Q. May students enroll in studio-type courses such as individualized music, dance, or art lessons and the district be eligible for supplementary weighting for the courses?

A. No. Personalized “performance” lessons are to be arranged and paid for directly by the student or the student’s family.

Q. May students enroll in independently-designed courses, such as independent study or individualized instruction and the

district be eligible for supplementary weighting for the courses?

A. No. Independent study and personalized courses are to be arranged and paid for directly by the student or the student’s family. Regularly offered correspondence and internet courses are not considered independent study.

Q. May a district participate in an internet-based national program and have that program qualify for supplementary weighting?

A. No. Internet-based courses that are eligible for supplementary weighting must be provided by a school district or community college in Iowa.

Q. May asynchronously delivered online courses be eligible for concurrent enrollment?

A. Yes. The instructional minutes reported by each community college will be used in the supplementary weighting calculation. Please refer to the supplementary weighting section of the department’s website for additional information.

Q. Which district includes students for supplementary weighting for concurrently-enrolled whole grade sharing students?

A. The resident district.

Q. Which district includes students for supplementary weighting for concurrently-enrolled open enrolled high school students?

A. The resident district.

Q. Which district does the community college bill for concurrently enrolled whole grade sharing students?

A. The resident district.

Q. Which district does the community college bill for open enrolled high school students?

A. The serving district.

Postsecondary Enrollment Options Program (Division V)

22.2, 22.16

Q. Which students are eligible to participate in PSEO?

A. Students in the eleventh and twelfth grade in Iowa public and accredited nonpublic schools. Ninth and tenth grade students who are identified as a gifted and talented student according to the school district’s criteria and procedures (Iowa Code § 257.43) are eligible to enroll under this program. Students must meet the eligibility criteria in 22.2 to participate. A student receiving competent private instruction is eligible for this program through the public school district in which the student is dually enrolled (22.16(2)).

22.6

Q. May a student enroll full-time under this program in a postsecondary educational institution?

A. No. No student shall be enrolled as a full-time student in any one postsecondary institution. A full-time resident student is defined as a student enrolled in 24 or more credit hours per academic year (or the equivalent), excluding any summer term, at any one postsecondary institution. Courses taken independently by tuition-paying students do not count toward this limit. See [Page 10](#) for additional information.

22.2(1), 22.16(3)

Q. Must a student meet entrance requirements at the eligible postsecondary education institution?

A. Yes. Students are required to meet the enrollment requirements of the eligible postsecondary institution providing the course credit. Students must meet or exceed the minimum performance measures on any academic assessments that may be required by the postsecondary institution and have completed appropriate course prerequisites prior to enrollment. See [Page 9](#) for additional information.

Q. May a postsecondary institution set a deadline for PSEO enrollment?

A. Yes, provided the deadline is reasonable and communicated to students and parents.

Q. May a district set a deadline for PSEO enrollment?

A. The district may set a reasonable deadline and address any issues related to the deadline on a case-by-case basis, provided the deadline is communicated to students (including home school students) and parents. Districts adopting deadlines for notices of intent to enroll in PSEO courses should consider setting fall and spring deadlines that allow for proper enrollment of the student prior to the start of the semester. If a parent feels the deadline established by the district is unreasonable, they may appeal the district's decision to the State Board of Education.

NOTE: An example is provided on [page 22](#) of the guide, and is intended for planning purposes only.

22.14

Q. May students enroll under this program in courses that are offered in the evening or on weekends?

A. Students may enroll in courses offered during the evening or weekends. Evening and weekend courses may actually be one of the best opportunities for many students since attending an evening or weekend course would afford more time for travel to and from the course.

22.15

Q. Must a school district provide students information about this program?

A. Yes. School districts are required to notify students about PSEO program availability and requirements through the district's student registration handbook. Information about the program will also be provided to students and their parents or guardians prior to the development of the students' core curriculum plan (Iowa Code 279.61). The district will have a process by which students may indicate interest in the program and apply for enrollment.

22.16

Q. May a school district limit the number of courses a qualified student may take per grading period under the program?

A. Institutions are prohibited from requiring a minimum or maximum number of postsecondary credits to be earned by a high school student through Senior Year Plus (including PSEO) by 22.4(1)(g). However, no student shall be enrolled in 24 or more credit hours of college courses delivered through Senior Year Plus programs per academic year (or the equivalent), excluding any summer term, at any one postsecondary institution. Additionally, schools have a responsibility to ensure that students are making adequate progress toward graduation requirements and to counsel them accordingly.

Q. May a school district set a condition that any course taken under PSEO be offered during the school day?

A. No. 22.4(1)(h) prohibits institutions from placing restrictions on Senior Year Plus programming beyond that which is specified in Iowa law. There is nothing in Iowa law that permits districts to restrict the time of day students may enroll in PSEO offerings. Additionally, inasmuch as students and their families provide their own transportation for PSEO courses, there is no justification for such a condition. In fact, taking evening and other "off-hour" courses may be one of the best opportunities for many students to access these courses.

22.16(1)

Q. May a student enrolled at an Iowa accredited nonpublic school participate in PSEO?

A. Yes. A student enrolled in an accredited nonpublic school who meets all eligibility requirements may apply to take courses under this program in the public school district where the accredited nonpublic school is located, provided that neither the accredited nonpublic school nor the school district offers a comparable course.

22.16(3)

Q. What priority will high school students have when attempting to enroll in courses in eligible postsecondary education institutions?

A. Postsecondary institutions may give priority to postsecondary students. However, once high school students are accepted for enrollment in a course they may not be displaced to allow postsecondary students to enroll.

22.16(3)

Q. May a student "audit" a postsecondary course under this program?

A. No. Students must take the course for credit and must meet all of the requirements of the course which are required of postsecondary students.

22.17

Q. What courses are eligible for a student to enroll in under this program in an eligible postsecondary education institution?

A. Postsecondary courses eligible for students to enroll through PSEO shall be limited to: nonsectarian courses (those that are not confined to or affiliated with any specific religion); courses that are not comparable to courses offered by the school district where the student attends (which are defined in rules adopted by the board of directors of the public school district); credit-bearing courses that lead to an educational degree; courses in the discipline areas of mathematics, science, social sciences, humanities, and vocational-technical education; courses in career option programs offered by community colleges.

Q. May a student enroll in a sectarian course under PSEO in an eligible postsecondary education institution?

A. No, a student may only enroll in nonsectarian courses under this Act in an eligible postsecondary educational institution. Nonsectarian courses can be "about" religion, but cannot be affiliated with or strongly promote the ideas of a particular religious sect. This issue is best decided at the local level by examining the course description.

Q. May an eligible student enroll in a course via PSEO if a comparable course is offered by the district during the same school year through concurrent enrollment?

A. No. A district can not offer the same course through concurrent enrollment and PSEO. If a district offers a concurrent enrollment course it is then part of the district offerings. A district can not then offer this same course as a PSEO course.

Q. May a student enroll under PSEO in a correspondence course or online course offered by an eligible Iowa postsecondary educational institution?

A. Yes, if the course meets all eligibility criteria. The district should consult with the postsecondary institution to make this determination.

Q. May students enroll under this program in individualized courses (e.g., studio-type music, dance, art lessons)?

A. No. Personalized "performance" lessons are to be arranged

and paid for directly by the student and student's family.

Q. May students enroll under PSEO in independently-designed courses (e.g., independent study, individualized instruction)?

A. No. Independent study or personalized courses are to be arranged and paid for directly by the student or the student's family. Regularly offered correspondence and Internet courses are not considered independent study.

Q. Can students enroll in courses only included within certificate programs under PSEO (e.g., CNA and coaching authorization)?

A. No. If a course is only listed as part of a certificate program, it is not eligible under PSEO. Courses taken under PSEO must be "credit bearing courses that lead to an educational degree." Districts should verify this aspect with the eligible postsecondary institution prior to approving a student's enrollment.

Q. Is a district required to allow a student to retake a course under PSEO?

A. A district may, but is under no obligation to, allow a student to retake a course under PSEO. If the student had failed, the district could allow a subsequent passing grade to replace the F on the student's permanent record as long as the student (if in extracurriculars) "sat out" the requisite 30 days for the initial F.

22.18

Q. May a student enroll in a course through an eligible postsecondary education institution under this program if the high school in which the student is enrolled offers a comparable course?

A. No, students may not enroll in a course in an eligible postsecondary education institution if a comparable course is available in the local school district or accredited nonpublic school (for a nonpublic school student). 22.18 states "Comparable is not synonymous with identical, but means that the content of the course ... shall not consist of substantially the same concepts and skills..."

Q. What must a student do to enroll in a course under this program?

A. In addition to meeting eligibility requirements (22.2, 22.16), a student must inform the school district of his or her intent to participate in the program.

Q. What must the local school district do before a student can enroll in an eligible course under this program?

A. The school district must certify to the eligible postsecondary institution the eligibility of the student to participate under the program. If eligible, the student may then apply to the postsecondary institution to allow the student to enroll for college credit in an eligible course.

22.19

Q. What credit will a student receive from the local school district for enrolling in a course under this program in an eligible postsecondary education institution?

A. The local school district will determine the number of high school credits to be granted for the course. Credit granted shall count toward applicable graduation requirements and subject area requirements of the local school district.

Q. Are courses taken under this program at an eligible postsecondary education institute included on the student's high school transcript?

A. Yes. Evidence of successful completion of each course and high school credits and college credits received shall be included in the student's high school transcript.

Q. May a district refuse to count an eligible course completed under this program to count toward local graduation or subject area requirements?

A. No. Courses completed under this Act must count toward the graduation requirements and subject area requirements of the school district of residence or accredited nonpublic school of the eligible student.

Q. Will the student receive postsecondary credit for a course successfully completed under this program in an eligible postsecondary education institution?

A. Yes. If the student successfully completes the course (as determined by the postsecondary institution), he or she will have earned postsecondary credit at the eligible postsecondary education institution (22.16(3)). Other postsecondary institutions may, consistent with credit transfer policies, accept postsecondary credit for any courses taken under this program.

Q. May a local school district request a copy of the grades earned by a student enrolled under this Act?

A. Yes, a school district shall request that a student enrolled under this program provide a copy of the grades earned. To facilitate the release of grade reports, the school district may wish to include a statement authorizing the release of grade reports at the time the school district certifies the eligibility of the student to participate under this program. The release of student grades requires authorization by the parent, guardian, or custodian if the student is under the age of 18, or by the student if the student is 18 or over.

Q. Must a course taken under the program be included on the student's high school transcript?

A. Yes.

Q. Do PSEO courses "count" for purposes of eligibility for interscholastic activities [rule 281—IAC 36.15]?

A. Yes. The rule has always provided that PSEO coursework shall be used to determine eligibility for district interscholastic activities.

Q. May a postsecondary institution delay receipt of credit until the student pays a fee, passes an additional test, or enrolls full-time in the postsecondary institution.

A. No.

22.19(2)

Q. May a student enroll in a summer session under this program?

A. Yes. Districts may, but are not required to, allow PSEO enrollment on a year-round basis. Students eligible for summer enrollment may enroll in up to seven credit hours if they have not yet completed the requirements for graduation. The student pays the cost of attendance for the summer credit hours.

Q. Are summer courses taken under the program subject to the \$250 limitation?

A. No. Iowa Code § 261E states the pupil pays the cost of attendance of summer credit hours. The \$250 per course limitation contained in Iowa Code § 261E applies only to tuition *reimbursements* made by the school district.

22.19(3)

Q. Can a district assign a "pass" grade on a students' high school transcript for a course taken under this program in lieu of a letter grade?

A. Yes. As long as the district honors a failing grade (i.e., does not change it to a "pass" or to a letter other than F) the district may assign a "pass" or other appropriate grade.

22.20

Q. Who furnishes the transportation for a student who is attending a course under this program in an eligible postsecondary education institution?

A. The parent or guardian of the student is responsible for furnishing transportation to and from the eligible postsecondary education institution under the program.

22.21

Q. When must an eligible postsecondary education institution claim payment for students attending under this Act?

A. It is recommended that by May 1 of each year, eligible postsecondary education institutions send to the local school district a request for payment. This request shall identify the students, courses, credits, and charges.

Q. When must a local school district pay an eligible postsecondary education institution for students enrolling under this program?

A. A school district shall pay the eligible postsecondary education institution no later than June 30 of each year.

Q. Which district does the postsecondary institution bill for whole grade sharing students?

A. The resident district.

Q. Which district does the postsecondary institution bill for open enrolled students?

A. The serving district.

Q. What is the maximum tuition reimbursement authorized to be paid by local school districts to eligible postsecondary education institutions for students enrolling under this program?

A. The maximum tuition reimbursement for each separate course is set by statute at two hundred and fifty dollars (\$250).

Q. May school districts claim supplementary weighting for students enrolled under this program?

A. No. Courses delivered through PSEO are not eligible for supplementary weighting.

Q. Is a local school district financially responsible for payment under this program if a student enrolls in an eligible postsecondary institution but does not notify the local school district?

A. No. The local school district is not financially responsible under the program if a student enrolls in a college credit course without the district's knowledge. The administrative rules for the program (22.2) require the student attain the approval of the school board or its designee prior to registering for the postsecondary course under PSEO. Additionally, students must meet other program eligibility criteria to enroll in courses offered through PSEO.

22.21(2)

Q. Do all sources of enrollment count toward a student's "full-time" status at an eligible institution?

A. No. See FAQ for 22.4(1)(g) and [Page 10](#).

22.21(3)

Q. 281—IAC 22.21(3) states a postsecondary institution enrolling an eligible student under the PSEO program can not charge the student for textbooks directly related to the course(s) in which the student is enrolled. This being the case, who retains the textbook once the student's enrollment in the

course(s) ends?

A. Whether the textbook is retained by the district or the postsecondary institution is not specified in Code or Rule. This should be discussed upon acceptance of the student's enrollment in the eligible course(s). The textbook does not become the property of the student.

Q. May a district sell a textbook used for a PSEO course to the student that took the course?

A. Assuming the district retains ownership of the text per agreement with the college, there is nothing that prevents a district from selling the book to a student if the student would like to purchase it (this could be done with other district textbooks as well).

22.21(3), 22.22

Q. What is the cost to a student for enrolling in a course under this program in an eligible postsecondary education institution?

A. There will be no charge to the student for tuition, textbooks, materials or fees, provided the student successfully completes the course. However, a student may be required to purchase equipment that becomes the property of the student. For the purposes of this program, equipment does not include textbooks. If the student fails to complete or otherwise receive credit for the course and waiver criteria are not met, the student or parent will be required to assume responsibility for the cost of the course to the school district (see 22.22).

22.22

Q. Are school districts required to make tuition payments to a postsecondary educational institution if a student enrolled in a course under this program withdraws from the course?

A. Yes; however, the failure of a pupil to complete the enrolled course or otherwise receive credit requires the pupil, if over eighteen years of age, to reimburse the school district for the cost of the enrolled course per 22.21. The pupil's parent, guardian, or custodian shall sign the student registration form, if the pupil is under eighteen years of age, indicating that they assume all responsibilities for costs directly related to the incomplete and non-credit course work. The only exception is if a waiver is obtained per 22.22.

Career Academies (Division VI)

22.24

Q. If a contracted college credit CTE course is used to meet school district "offer and teach" accreditation standards and the course is a part of a career academy, are students required to meet eligibility criteria?

A. No. If the CTE course is used to meet minimum accreditation standards, it is not subject to SYP requirements under concurrent enrollment.

Project Lead the Way®

For department responses to frequently asked questions related to Senior Year Plus programs and Project Lead the Way®, please visit the Department [website](#).

Q. How is supplementary weighting handled for college-credit Project Lead the Way® (PLTW) courses offered over an entire year?

A. PLTW courses are the only courses which are eligible to receive supplementary weighting in more than one term for the same student. Supplementary weighting for a year-long PLTW course will be calculated twice per academic year - once in the fall and once in the spring. Based on enrollment totals per term as reported by the school district, the fall term of a PLTW courses will be funded in the fall while the spring term will be calculated and included in the following fall's certified enrollment/supplementary weighting calculation.

Q. What happens to a districts supplementary weighting if a student drops from a Project Lead the Way® (PLTW) course halfway through the course?

A. Enrollment for a PLTW course should be calculated per term, and districts will generate supplementary weighting based on each terms enrollment. Because enrollment is calculated per term, any variance in student enrollment between terms will be captured and reflected in the supplementary weighting.

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Appendix A: Advanced Placement and Concurrent Enrollment Courses

Under Senior Year Plus, a concurrent enrollment eligible for supplementary weighting may also be designated as Advanced Placement (AP®). Thus, a school district may claim supplementary weighting for those students in a concurrent enrollment course that has been designated by the College Board as an AP® course for which the district can demonstrate that all requirements listed in the table below are met.

Interplay between Advanced Placement and Concurrent Enrollment Courses	
To meet both AP® and concurrent enrollment requirements:	
Instructor	The course must be taught by an instructor who is Board of Educational Examiners (BoEE)-licensed; meets minimum certification requirements of the College Board; is approved by the community college as meeting the college's requirements for adjunct instructors within the discipline; and is employed by or under contract with the community college for the instruction of the course.
Location	The course must be offered on-site at the district; be listed in the community college course catalog; and have a section made available to all registered students of the community college.
Course Description and Quality	The course must be described in the district's registration handbook, including the appropriate AP® designation; taught utilizing the community college course syllabus. The syllabus must be approved by the College Board; taught so as to result in student work and student assessment that meet college-level expectations; taught so that expectations in the core curriculum are met; and completed in a grading period that is less than an entire school year.
Prerequisites and Proficiencies	The district must show that each student for whom supplementary weighting is claimed meets the district's prerequisites for taking the AP® course and is proficient in reading, math, and science as described in section 261E.3(1)(e).
Supplement vs. Supplant	The course must supplement and not supplant a course provided by the district and be beyond the courses offered by the district to meet accreditation
Credit	The course must be accepted by the community college for credit toward an AA, AS, AAA, or AAS degree or completion of a college diploma program.

Appendix B: HLC Accreditation Criteria (www.ncahlc.org)



DUAL CREDIT FOR INSTITUTIONS AND PEER REVIEWERS

||| INTRODUCTION

In 2012, the Commission commissioned a study to identify common practices in dual credit programs and courses across the nation. This study was conducted with the expectation of then developing formal guidance for institutions and peer reviewers regarding the evaluation of dual credit activity at institutions.

These guidelines add to the Criteria for Accreditation a level of explicitness regarding dual credit. They address issues that fall within the scope of the Criteria, ranging from faculty qualifications to academic rigor to learning outcomes and resources. They establish five baselines that the institutions should meet in order to ensure the academic integrity of dual credit. They also provide a framework for consistency in evaluating dual credit activities across all institutions in the Commission's region and through all teaching modalities.

Peer reviewers conducting comprehensive evaluations will begin using these guidelines for evaluations starting September 2014.

The Commission's dual credit definition: dual credit refers to courses taught to high school students for which the students receive both high school credit and college credit. These courses or programs are offered under a variety of names; the Criteria on "dual credit" apply to all of them as they involve the accredited institution's responsibility for the quality of its offerings.

The Criteria for Accreditation directly refer to dual credit in several places (*emphases added*):

Criterion Three. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3.A. The institution's degree programs are appropriate to higher education.

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as *dual credit*, through contractual or consortial arrangements, or any other modality).

Core Component 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

2. All instructors are appropriately credentialed, including those in *dual credit*, contractual, and consortial programs.

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Component 4.A. The institution demonstrates responsibility for the quality of its educational programs.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of

courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including *dual credit* programs. It assures that its *dual credit* courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

||| FINDINGS FROM THE STUDY

The study's data are based primarily on state policies and interviews with education officials in 47 states conducted in 2012 and developed through a conceptual framework of:

- *Inputs* (student eligibility, faculty credentials, funding, and curriculum standards),
- *Processes* (general oversight, faculty orientation and training, institutional review and monitoring, and state review and monitoring), and
- *Outputs* (learning outcomes, transferability, and program and course outcomes).

The study revealed the following:

1. Regarding the volume of activity in 2010-2011 compared to 2002-2003: Dual credit enrollments increased by 75% from an estimated 1.16 million to 2.04 million. The percentage of public high schools offering dual credit courses increased from 71 to 82. High schools continue to be the predominant location for dual credit courses, accounting for 77 percent of dual credit enrollments in 2010-11, up from 74 percent in 2002-03.
2. Regarding the benefits and drawbacks: *The benefits include:* Enhancing and diversifying high school curricula, increasing access to higher education, improving high school and college relationships, and shortening time to degree and lowering the cost of college. *The drawbacks include:* Not preparing students for the academic rigor of college, inadequate instructor qualifications, not providing an authentic college experience, and uncertainty of course transferability.

3. Among the overall observations and implications for regional accreditation, the study notes:

"Enough evidence has been gathered to suggest that dual credit has more positive than negative impacts, on average. However, the evidence also reveals that there is variation on impact and some impacts are negative. Further, there is insufficient evidence to support the critical promise for improving postsecondary access and success for underrepresented students relative to more privileged and high-achieving students."

"The quality of dual credit remains a pressing issue. Respondents indicated that their states were trying to figure out how to manage and ensure the quality of dual credit. Faculty credentials and capabilities were often cited as a critical quality issue. Respondents generally acknowledged the importance of qualifications and professional development for dual credit instructors. Respondents raised concerns about the variations in faculty qualifications, which often differ by programs and offering institutions. For example, some school districts allow high school teachers with less than required credentials to teach dual credit classes. This is in part because the states do not have a mechanism for preventing this practice, which is viewed as an issue for the accrediting body."

"Regional accreditation focuses primarily on the academic integrity of postsecondary programs and, more broadly, the institutions that offer these programs However, consistency in course requirements and the assessment of student learning across institutional locations and teaching modalities, along with the availability of student support systems, are important accreditation concerns with direct linkages to dual credit activity Recent reformulations of accreditation standards have more explicitly accommodated distance/online learning but this level of explicitness has generally not yet been applied to the dual credit realm."

||| QUALITY ASSURANCE FOR DUAL CREDIT COURSES OR PROGRAMS

Linked to the Commission's Criteria for Accreditation and the findings of the Commission's dual credit study, the following five critical elements constitute the quality assurance for dual credit courses or programs:

1. Faculty credentials and qualifications, orientation and training (*Criterion Three*)

The institution requires the same level of credentials and qualifications for faculty in dual credit courses or programs that it does for its regular higher-education courses. Currently, this is the standard practice. The Commission's dual credit study notes: "The most common of these provisions [about instructor eligibility] is that colleges and universities use the same standards in selecting instructors for dual credit courses as they do for courses offered on their own campuses" (p. 19). Additionally, faculty teaching in dual credit courses or programs are appropriately trained with proper orientation for teaching at the higher education level.

2. Rigor of courses or programs and curricular standards (*Criterion Four*)

The institution mandates the same level of rigor in dual credit courses or programs as it does for its regular higher-education courses or programs. Dual credit courses or programs meet the same curricular standards and undergo the same institutional approval processes as the institution's regular courses or programs.

3. Expectations for student learning and learning outcomes (*Criterion Four*)

Expectations for student learning and learning outcomes in dual credit courses or programs are consistent with the same courses or programs that the institution offers at the higher-education level.

4. Access to learning resources (*Criteria Three and Four*)

Students as well as faculty in dual credit courses or programs have the same level of access to learning resources (libraries, laboratories, databases, etc.) as the institution's students and faculty in the same higher-education courses or programs.

5. Institutional monitoring and oversight (*Criteria Three and Four*)

The institution, specifically its academic departments and disciplinary faculty, exercises proper monitoring and oversight of its dual credit activity to ensure that dual credit courses or programs meet higher education standards.

Note: While student eligibility for dual credit courses or programs, transferability of such courses, and funding of such courses or programs are certainly identified in the study as areas of concern, these issues generally fall beyond the scope of regional accreditation. These issues, especially the question of funding, are generally under the purview of higher education governing entities at the state level or state legislatures or subject to institutional arrangements. This document, therefore, does not weigh in on these matters.

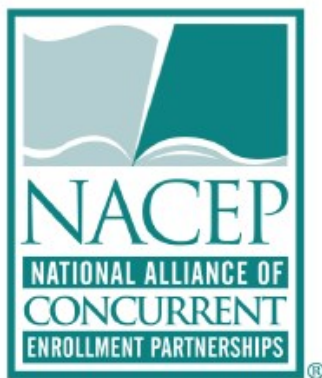
||| WHEN DUAL CREDIT IS REVIEWED

Evaluation of dual credit activities will occur at least at the time of an institution's comprehensive evaluation but may also be a subject of examination at other times if dual credit courses or programs become a matter of concern at an institution. 🌿

Contact Information

Questions? Contact a staff liaison for clarification.

Appendix C: NACEP Accreditation Standards (www.nacep.org)



**National Concurrent Enrollment Partnership
Standards**

**Adopted April 2002
Revised December 15, 2009**

Effective January 1, 2011

NACEP Concurrent Enrollment Partnership Standards**Overview**

About NACEP	The National Alliance of Concurrent Enrollment Partnerships (NACEP) works to ensure that college courses offered by high school teachers are as rigorous as courses offered on the sponsoring college campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. To advance the field and support our national network of members, we actively share the latest knowledge about best practices, research, and advocacy. Our annual conference is the premier destination for college officials, high school leaders, policymakers, and researchers interested in creating an effective academic bridge between high school and college.
Definition	<p>NACEP defines concurrent enrollment as college-credit bearing courses taught to high school students by college-approved high school teachers. It is a low-cost, scalable model for bringing accelerated courses to students in urban, suburban, and rural high schools. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcripted college credit at the time they successfully pass the course.</p> <p>Concurrent enrollment also facilitates close collaboration between high school teachers and college faculty that fosters alignment of secondary and postsecondary curriculum.</p> <p>Sometimes called "dual credit," "dual enrollment," or "college in the high school," concurrent enrollment partnerships differ from other models of dual enrollment because high school instructors teach the college courses.</p> <p>Although concurrent enrollment courses share some elements or characteristics of the programs below, concurrent enrollment differs in significant ways from the following:</p> <ul style="list-style-type: none"> Programs in which the high school student travels to the college campus or college faculty travel to the high school Programs where the student takes a course from a college instructor via distance education Articulation agreements where a college retroactively assigns credit for high school coursework upon matriculation Advanced Placement and International Baccalaureate high school courses where standardized tests are used to assess students' knowledge at the end of a course
Standards Purpose	<p>NACEP's <i>Standards</i> are measurable criteria that address quality in concurrent enrollment programs in the areas of curriculum, faculty, student, assessment, and program evaluation. The standards promote the implementation of policies and practices to ensure that:</p> <ul style="list-style-type: none"> College courses offered in the high school are of the same quality and rigor as the courses offered on-campus at the sponsoring college or university; Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses; Instructors teaching college courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution and are provided discipline-specific professional development; and Concurrent enrollment programs display greater accountability through required impact studies, student surveys, and course and program evaluations. <p>The standards are the basis for accreditation, but all concurrent enrollment programs can benefit by using the standards as a framework for program development.</p>

NACEP Concurrent Enrollment Partnership Standards**Curriculum**

Curriculum 1 (C1)	Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 2 (C2)	College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.
Curriculum 3 (C3)	Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.

NACEP Concurrent Enrollment Partnership Standards**Faculty**

Faculty 1 (F1)	CEP instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.
Faculty 2 (F2)	The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.
Faculty 3 (F3)	The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation.
Faculty 4 (F4)	CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).

NACEP Concurrent Enrollment Partnership Standards**Student**

Student 1 (S1)	The college/university officially registers or admits CEP students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CEP on official college/university transcripts.
Student 2 (S2)	The CEP ensures its students meet the course prerequisites of the college/university.
Student 3 (S3)	The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.

NACEP Concurrent Enrollment Partnership Standards**Assessment**

Assessment 1 (A1)	CEP students are held to the same standards of achievement as those expected of students in on campus sections.
Assessment 2 (A2)	The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.
Assessment 3 (A3)	CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections.

NACEP Concurrent Enrollment Partnership Standards**Program Evaluation**

Evaluation 1 (E1)	The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.
Evaluation 2 (E2)	The CEP conducts an annual survey of CEP alumni who are one year out of high school. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
Evaluation 3 (E3)	The CEP conducts a survey of CEP alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
Evaluation 4 (E4)	The CEP conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.



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