

# BOARD OF REGENTS

## BRIEFING PAPER

### Dual Credit and Early Enrollment for High School Students

June 12-13, 2025

#### BACKGROUND & POLICY CONTEXT OF ISSUE:

Responding to concerns expressed by the Board of Regents including during the July 2024 Workshop, as well as feedback from NSHE institutions and K-12 partners, a joint NSHE-NDE dual credit advisory group was formed at the request of Chancellor Patty Charlton and then Superintendent of Public Instruction Jhone Ebert in Fall 2024. Subsequently, at its September 5, 2024, meeting, the Academic, Research, and Student Affairs (ARSA) Committee received a presentation on upcoming work of this dual credit policy advisory group, Align and Shine Nevada. The presentation included information on the composition of the advisory group from NSHE and the Nevada Department of Education (NDE) as well as the charge of the group to develop a framework that provides clear structure, clarity of processes, and promotes student access and completion of dual credit programs.

During Fall 2024 and Spring 2025, Align and Shine Nevada met to discuss and draft the aforementioned framework. The group focused on identified areas that need standardization, including, but not limited to admissions; quality assurance; collegiate experience; high school instructor support; student support services; and data collection and reporting. Based on the complexity of a multifaceted framework and the recognition of needed procedures for implementation, the drafted standards and criteria are recommended for placement in the *NSHE Procedures and Guidelines Manual* (P&G). Placement in P&G provides consistency across the System yet includes the necessary flexibility for continuous improvement and the ability to pivot with new industry standards and proven best practices. .

Existing Board policy (Title 4, Chapter 16, Section 2) provides authority for institutions to establish agreements and partnerships with school districts and high schools to provide for early and/or dual/concurrent enrollment opportunities. System staff recommend a revision to the existing provisions in the *Handbook*, Title 4, Chapter 16, Section 2, to direct the Chancellor's Office to develop the criteria and procedures for dual credit programs. With the proposed revision codified, the framework created by Align and Shine Nevada will go to the Chancellor's Cabinet for consideration

#### SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Revise existing policy, Title 4, Chapter 16, Section 2, to direct the Chancellor's office to develop the appropriate criteria and procedures for the establishment, maintenance, and promotion of dual credit programs. Additionally, the revision includes the removal of subsection 4 (Career and Technical Education). This subsection will be moved, in a separate proposal, to the appropriate section of the *Handbook* (Title 4, Chapter 14, Section 21). Lastly, the revision includes an updated definition section.

#### IMPETUS (WHY NOW?):

Existing policy is absent direction for the Chancellor to establish processes and guidelines for dual credit programs. Align and Shine Nevada met during Fall 2024 and Spring 2025 to draft quality assurance standards necessary to maintain a robust and equitable concurrent enrollment system for Nevada high school students.

#### 5. CHECK THE NSHE STRATEGIC PLAN GOAL THAT IS SUPPORTED BY THIS REQUEST:

- ☒ Access (Increase access to higher education)
- ☒ Success (Improve student success)
- ☒ Close Institutional Performance Gaps
- ☒ Workforce (Meet workforce needs in Nevada)
- ☐ Research (Increase solutions-focused research)
- ☐ Coordination, Accountability, and Transparency (Ensure system coordination, accountability, and transparency)

☐ Not Applicable to NSHE Strategic Plan Goals

**INDICATE HOW THE PROPOSAL SUPPORTS THE SPECIFIC STRATEGIC PLAN GOAL**

Strengthening policies for dual credit programs supports student access and success. Providing direction to the Chancellor to establish procedures and guidelines to ensure these programs are robust and consistent throughout the system will further lead to the success of students, as well as the institutions implementing the programs.

**BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:**

- Directing the Chancellor to develop procedures and guidelines for more robust and equitable dual credit programs will assist NSHE institutions and K-12 districts and schools in consistently and effectively implementing dual credit programs.
- Providing for the establishment of such processes and procedures additionally ensures that Nevada high school students are entering into rigorous programs.

**POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:**

None have been presented.

**ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:**

None have been presented.

**RECOMMENDATION FROM THE CHANCELLOR'S OFFICE:**

The Chancellor's Office supports the proposal.

**COMPLIANCE WITH BOARD POLICY:**

☐ Consistent With Current Board Policy: Title # \_\_\_\_\_ Chapter # \_\_\_\_\_ Section # \_\_\_\_\_  
X Amends Current Board Policy: Title #4 Chapter # 16 Section #2  
☐ Amends Current Procedures & Guidelines Manual:  
Other: \_\_\_\_\_  
X Fiscal Impact: Yes \_\_\_\_\_ No X  
Explain: \_\_\_\_\_

**POLICY PROPOSAL**  
**TITLE 4, CHAPTER 16, SECTION 2**  
***Dual Credit* [~~Dual/Concurrent~~] and Early Enrollment for High School Students**

Additions appear in ***boldface italics***; deletions are [~~stricken~~ and bracketed]

Section 2. ***Dual Credit*** [~~Dual/Concurrent~~] and Early Enrollment  
for High School Students

Nevada's adoption of the Nevada Academic Content Standards will substantially increase the rigor and quality of education in Kindergarten through 12<sup>th</sup> grade in Nevada – a benefit to the State as a whole, but particularly to Nevada's students, higher education, and the business community. NSHE is committed to working with the secondary education community to help prepare students for post-secondary education and the workforce, including providing opportunities for earning college-level credit while in high school.

1. High school students may enroll in an NSHE college or university, subject to the approval of appropriate institution officials.
2. NSHE institutions shall work collaboratively and may enter into agreements or partnerships with school districts, public and private high schools, and charter schools to provide early and/or ***dual credit*** [~~dual/concurrent~~] enrollment opportunities, including, but not limited to “jump start” programs. This Subsection does not preclude an NSHE institution from partnering with other NSHE institutions in providing ***dual credit*** [~~dual/concurrent~~] enrollment opportunities to school districts, local public high schools and private or charter schools. Further, this Subsection does not preclude NSHE institutions from working collaboratively with school districts, local public and private high schools or charter schools to develop high school courses designed to prepare high school students for post-secondary education.
  - a. The Chancellor's Office shall maintain a list of Nevada public high schools and charter schools beginning with the 2021-22 academic year documenting which NSHE institutions are offering formal ***dual credit*** [~~dual/concurrent~~] enrollment programs, including “jump start” programs within each public high school and charter school in this state. This list shall be updated on an annual basis.
  - b. An NSHE institution that plans to establish a ***dual credit*** [~~dual/concurrent~~] enrollment program at a public high school or charter school in Nevada where another NSHE institution or institutions is operating based on the list established in subsection a. must notify the [~~President and~~] Academic Officer of the currently engaged institution or institutions prior to developing such plans. The Vice Chancellor for Academic and Student Affairs must also be notified of such plans and receive confirmation that the currently engaged institutions have been notified.

3. NSHE institutions may offer early and/or dual enrollment programs and courses

to high school students at a reduced registration fee that appropriately cover the costs of the course or program, subject to the approval of the Board. Institutions may promote access to early and/or dual enrollment programs by establishing scholarship and/or grant programs to reduce the cost to students.

~~[4. High school graduates identified as Career and Technical Education (CTE)~~

~~Program Completers who have earned a State Certificate of Skill Attainment may be given college credits for high school work based on written, articulated program agreements with the Department of Education. This does not preclude local agreements between a community college with a school or school district for granting college credit for: 1) expanded credit programs; or 2) basic CTE credits if:~~

~~a. The CTE program is approved by the State Board of Education; and~~

~~b. A state end of program assessment is not available.~~

~~Except as otherwise provided herein, grades for all CTE articulated credit shall be S/U. Upon the request of a student seeking transfer to another postsecondary institution, an institution may assign a grade point value on a case-by-case basis.]~~

4.[5.] High school students who have been officially excused from compulsory school attendance on the condition of equivalent instruction outside the school (e.g., home school) may be admitted and may enroll if[ ~~, on a case-by-case basis,]~~ it is determined that the student is[~~;~~]

~~[a.] e[E]quivalent to a high school *grade of 9, 10, 11, or 12* [junior or senior] and receives approval from the appropriate institution official[;~~

~~or~~

~~b. Equivalent to a level below a high school junior and is identified by the institution as academically gifted or talented].~~

5.[6.] Each college or university may establish performance or testing standards to determine readiness for enrollment or admission when other criteria for admission or enrollment are not met.

6.[7.] An NSHE institution may, on a limited basis, admit students who have been identified as possessing the abilities and skills necessary for advanced academic work in an alternative program of education for profoundly gifted and talented students that may include degree or non-degree options without reference to the credit limitations established elsewhere in Chapter 16.

***7. The Chancellor's Office shall develop criteria and procedures for the establishment, maintenance, and promotion of quality dual credit programs including, but not limited to, reflecting national standards and best practices of dual enrollment, concurrent enrollment, and early enrollment programs.***

8. For purposes of this Section:
- a. The term “high school student(s)” includes students enrolled in a Nevada public, **charter** or private high school, students enrolled in grades 9, 10, 11, and 12 ~~[in a charter school in Nevada]~~, and students formally enrolled in a Nevada school district sponsored program designed to meet the requirements of an adult standard diploma.
  - b. ***“Dual credit” means a postsecondary course taken by a high school student through concurrent or dual enrollment that is transcript as credit by both the high school and NSHE institution. [Dual/concurrent enrollment refers to courses or programs for which a high school student receives credit from an NSHE institution and credit toward the total number of credits required for graduation from the high school or the charter school.]***
  - c. ***“Concurrent enrollment course” means a postsecondary course taught to high school students by a high school instructor mutually agreed upon by the NSHE institution and high school.***
  - d. ***“Dual enrollment course” means a postsecondary course taught by an NSHE instructor to high school students through a formally established dual enrollment program.***
  - e. [e.] Early enrollment refers to courses or programs for which a high school student receives credit from an NSHE institution, but may not necessarily receive credit towards graduation from the high school or the charter school.

**PROPOSED REVISIONS – PROCEDURES & GUIDELINES MANUAL**  
**CHAPTER 6, SECTION 21**

***New Title: Procedure for Dual Credit and Early Enrollment for High School Students [Dual/Concurrent Instructor Qualifications]***

**DRAFT – Pending Approval by Chancellor’s Cabinet**

Additions appear in ***boldface italics***; deletions are [~~stricken~~ and bracketed]

Section 21. ***Procedure for Dual Credit and Early Enrollment for High School Students***  
~~[Concurrent Enrollment Instructor Qualifications]~~

***Board policy (Title 4, Chapter 16) provides for dual credit and early enrollment for high school students.***

***1. Dual Credit Admissions, Course Placement, and Retention***

- a. To ensure that students are academically prepared for dual credit coursework, the following criteria apply for admission purposes.***

***To be eligible to enroll in a dual credit course, a student must:***

- i. Have a minimum high school grade point average (GPA) of 2.5 or higher on a 4.0 scale. In cases where students do not meet this GPA threshold, exceptions may be granted as determined by the NSHE institution in consultation with the school district or charter school. This review will consider other indicators of college readiness, including, but not limited to, recent academic improvements, demonstrated motivation, or additional evidence that demonstrates adequate preparation for collegiate level coursework;***
  - ii. Obtain documented approval from the high school principal or other designated high school official to enroll in dual credit courses; and***
  - iii. Obtain documented permission from a parent or guardian to enroll in dual credit courses.***
- b. A dual credit student shall be subject to the same course placement standards as students enrolled in the same course on the NSHE institution's campus.***
- c. A dual credit student shall be subject to the same rules of conduct and procedures that apply to students on the NSHE institution’s campus as provided in Title 2, Chapter 10 of the NSHE Handbook and the institutional policies adopted thereof, including, but not limited to, academic integrity and student conduct.***

***2. Conditions for Offering Concurrent Enrollment***

- a. Concurrent enrollment courses shall be aligned with the courses offered on the NSHE institution’s campus to ensure consistency in quality and academic rigor. This alignment shall include the following key elements:***

- i. *Course syllabus and student learning outcomes comparable to the course syllabus and student learning outcomes that are used when the same course is taught on the NSHE institution's campus;*
  - ii. *The same grading scale;*
  - iii. *Add/drop and withdrawal periods matching the length of those for courses of the same duration offered on the NSHE institution's campus; and*
  - iv. *Comparable class assignments, laboratory experiments, and examinations as those used in the same course on the NSHE institution's campus.*
- b. *The following conditions are required to ensure that a high school instructor teaching a concurrent enrollment course receives support and guidance from the NSHE institution:*
  - i. *Before teaching a concurrent enrollment course, a high school instructor shall participate in a mandatory orientation provided by the NSHE institution. This orientation will cover essential information such as the institution's academic policies, expectations for instructional quality, and an overview of course content and outcomes; and*
  - ii. *The NSHE institution shall provide a high school instructor teaching a concurrent enrollment course with annual discipline-specific professional development opportunities.*
- c. *The NSHE institution shall adhere to the following standards to ensure quality and promote continuous improvement.*
  - i. *A high school instructor teaching a concurrent course shall be evaluated in a manner consistent with the NSHE institution's guidelines for student evaluation of faculty.*
  - ii. *Concurrent enrollment instruction shall be evaluated in accordance with the NSHE institution's policy for evaluation of adjunct instruction, with the sole focus on assessing collegiate-level instruction. High school instruction evaluations will be managed independently by the school district or charter high school, separate from the NSHE adjunct instruction evaluation.*
- d. *The NSHE institution shall ensure concurrent enrollment students have access to academic services, such as library resources, tutoring, and advising, that are comparable to those offered to students on its campus. Any access to non-academic services shall be at the discretion of the NSHE institution.*
- e. *For each concurrent enrollment agreement or partnership, an NSHE institution shall establish a memorandum of understanding (MOU) with the partnering school district or charter high school. The MOU shall detail all the obligations, expectations and responsibilities of both the school district and/or high school or the charter high school and the NSHE institution and must be signed by a representative from the NSHE institution and a senior administrator from the school district or charter high school.*
- f. *NSHE institutions offering concurrent and dual enrolment programs shall adhere to the faculty requirements of the Northwest Commission on Colleges and Universities (NWCCU), including for high school instructors of concurrent enrollment courses. Consistent with NWCCU policy, high school instructors teaching concurrent enrollment courses shall meet*

the institution's required minimum qualifications for instructors teaching college-level courses.

### **3. Reporting**

#### **a. Annual Outcomes Analysis**

- i. The report shall examine critical metrics including, but not limited to, the grades and hours earned, the NSHE capture rate, IPEDS first-year college retention rates, NSHE persistence rates, post-requisite course success rates, IPEDS program completion rates, and any other measures identified by the Chancellor's Office. The analysis shall compare outcomes for students who participated in concurrent enrollment, dual enrollment, both, or neither program.**

#### **b. Annual Exception Analysis**

- i. The report shall include the number of admission exceptions granted and highlight performance outcomes exhibited by these students.**

- c. Additional reports, such as one focusing on the relationship between high school GPA and dual credit performance, may also be requested by the Chancellor's Office to guide future policy. (Note: Reporting will start Fall 2026)**

### **4. Definitions**

- a. "Concurrent enrollment course" means a postsecondary course taught to high school students by a high school instructor mutually agreed upon by the NSHE institution and high school.**
- b. "Dual credit" means a postsecondary course taken by a high school student through concurrent or dual enrollment that is transcript as credit by both the high school and NSHE institution.**
- c. "Dual enrollment course" means a postsecondary course taught by an NSHE instructor to high school students through a formally established dual enrollment program.**
- d. "Early enrollment" refers to courses or programs for which a high school student receives credit from an NSHE institution but may not necessarily receive credit towards graduation from the high school or the charter school.**
- e. "Student Conduct" refers to the rules established in. As provided in Title 2, Chapter 10, institutions may also adopt policies which prohibit other conduct not covered by the Handbook.**