



DUAL CREDIT FACULTY LIAISON HANDBOOK



NEVADA STATE
COLLEGE

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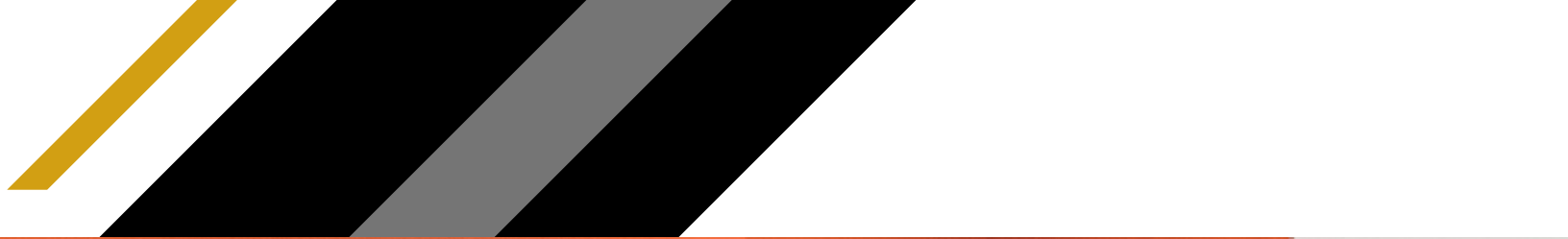




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INTRODUCTION

Thank you for serving as a Dual Credit Faculty Liaison!

Our Dual Credit Program started in 2017, primarily as a way to encourage high school students to consider a career in Education. SECTA High School was our first partner with 223 students. Now the program has grown to nearly 3000 students. While our growth was remarkable, to say the least, it will not continue to grow at that rate. We've made a deliberate shift towards pausing our pursuit of new partners and focusing on improving the overall quality of the program. This is where your role as a Faculty Liaison is particularly important. You are a content expert, an amazing teacher, and a representative of NSC's values. We want to be sure that the classes in this program uphold those same values and provide students with the same high-level education they could expect if they came to NSC as a traditional student.

You may already be sold on the value of dual credit programs. If you are like me, you might need a little more convincing. When I first heard of dual credit programs, I worried that they might sacrifice quality for convenience. I also worried that dual credit challenges a foundational timeline I had always assumed was a given: you complete high school and then you start college. I also had a personal bias, because when I was a junior in high school, I don't believe I could have managed the rigors of college. I was mostly interested in skateboarding and I had a lot of growing up to do, a belief I still hold as I near 50. With all these concerns in mind, let me tell you how I became convinced that dual credit programs like ours help our students and ultimately help Nevada.

First, a quick review of the literature about dual credit programs reveals that students benefit in numerous ways. The book *Dual Enrollment: Strategies, Outcomes, and Lessons for School-College Partnerships* provides several informative studies suggesting that students who enroll in concurrent enrollment programs:

- are more likely to enter college after high school graduation;
- show improved college readiness;
- have higher persistence rates in college;
- have more positive attitudes toward college.

Also, our dual credit program is an important tool in our collective efforts to assuage Nevada’s teacher shortage. Nearly all of our dual credit partnerships support the Teacher’s Academy, which gives students education courses and introduces students to the prospect of choosing teaching as a career.

Finally, the college has seen some important benefits from this program:

1. Recruiting students from Nevada’s new majority.

Our partner schools are highly diverse and often attract more students to NSC than schools where we don’t offer dual credit. We charge these students a highly-reduced rate (\$75 per class), which means they can graduate with less debt. To make this cost even less of a barrier, we have grants from the Rogers Foundation and CCSD that pay this entire amount for many of our students.

2. Preparing Nevada students for college.

According to US Census data, approximately 25% of Nevadans hold a college degree. 25%! We can do better. By giving students the opportunity for an early college experience, we show them

what college can be like, encouraging them to choose a college instead of jumping directly into the workforce. Even if the students don’t come to NSC, our hope is that they’ll still choose to pursue higher education and then live and work in Nevada.

Overall, dual credit helps recruitment, encourages students to consider teaching, and ultimately improves the overall educational attainment levels in Nevada. However, the key to maintaining all of these benefits is a strong partnership. Ideally, we want dual credit teachers to feel connected with NSC and feel confident that they are teaching courses that meet our high standards. **This is where your role as a liaison is crucial.** By connecting with the dual credit teachers, helping them offer great classes, and giving them opportunities to connect with the NSC community, we maintain a partnership that works for everyone.

As the semester gets crazy and obligations pile up, it can be easy to make dual credit a lower priority. Many of the experienced instructors won’t need much help at all. To ensure that we maintain active and regular communication, I urge you to schedule regular check-ins and send materials that you find relevant. For example, if you tried an assignment that really engaged your students, send it to the dual credit teachers and encourage them to give it a try. We want them to be a part of the broader dialogue that makes NSC such an amazing place to learn.

Best,



Gregory Robinson, PhD
Vice Provost for Student Success

THE DUAL CREDIT TEAM



Jennifer Lamoreaux

is the Coordinator of High School Partnerships. Her roots in Henderson, NV, run deep, as she attended all of K-12 in Henderson and graduated from Basic High School in 1992. She went on to study mathematics education at UNLV. After graduating in 1997, she returned to her high school alma mater and began her teaching career. In 2001, her family moved to Flower Mound, Texas, where she attended the University of North Texas and graduated with a Master's Degree in Education. Six years later, they moved back to Henderson, and in fall 2019, she joined Nevada State College. As the Coordinator of High School Partnerships, she loves working with high school administrators and teachers as they provide college-bound students with opportunities to start their college work while still in high school.



Camille Cruz

is our Dual Credit Specialist. Originally from the Philippines, she moved to Las Vegas in 2013 and started attending Nevada State College. She graduated from NSC in 2016 with a Bachelor's degree in Psychology and with a minor in Addiction Treatment and Prevention. After graduating, she worked at NSC as an Accounting Assistant in the Cashier's Office during which she had the opportunity to work alongside the Dual Credit Program to help in creating the billing process. She is now working in the Dual Credit Program assisting the Coordinator of High School Partnerships.



Gregory Robinson

is the Vice Provost for Student Success. He oversees Nevada State's Dual Credit program and serves as a liaison between the administration and all the members of the dual credit team, including Dual Credit Teachers and Faculty Liaisons.



Dennis Potthoff

is the Dean of the School of Education. He began our Dual Credit Program and is heavily involved in the Teacher Academy Program, which encourages high school students to consider education as a profession.



Tony Scinta

is our Executive Vice Provost. He helped to develop several policies and procedures that govern dual credit through his efforts on the Dual Credit Statewide Taskforce.



A FEW IMPORTANT TERMS

In system-level discussions involving partnerships between colleges and high schools, several terms are used frequently - and often interchangeably. To avoid confusion, you can safely use “dual credit” for everything we do at Nevada State.

Concurrent Enrollment. A partnership where college-approved high school instructors teach college-level classes in a secondary environment. Technically, our partnerships are concurrent enrollment, but the name never stuck. That said, it is a more accurate title because students are taking high school classes and college classes concurrently.

Dual Enrollment. A partnership where high school students are allowed to enroll in college classes (typically on the college campus). College instructors lead the classes (as opposed to college-certified high school instructors). Nevada State does not have a dual enrollment program, but CSN has one they call “CSN High School.”

Dual Credit. For us, this term is synonymous with “concurrent enrollment.” Often, it is used as a catch-all phrase for any college-high school partnerships that allow high school students to earn college credit.

Jump Start. CSN’s name for their concurrent enrollment program. As can be expected, people sometimes call our program “jump start,” but it is because they are confusing us with CSN.

PRIMARY RESPONSIBILITIES

As a Faculty Liaison, you'll be assigned to 1-3 dual credit instructors. Your primary role is to serve as their primary contact at NSC for all matters involving class content or pedagogy. If a dual credit teacher has a question about the program administration or dual credit policy, you can direct them to Jennifer or Camille. New instructors may need assistance in designing their courses, developing lessons, and ensuring that their class meets our standards. More experienced instructors may need less direct attention, but it is still important that they see you as actively involved in their class.

REQUIREMENTS

- **At least one "live" 1*1 check-in with each instructor each year.** This can be in-person or through a video chat. For inexperienced teachers, we prefer that you meet at least once a semester.
 - **At least one email check-in each semester.** An email that asks how things are going is fine.
 - **Participating in group meetings that include all the dual credit instructors in a single discipline.** Ideally, we'd like a meeting each fall and spring for teachers from every school who share the same class. These meetings help to connect instructors across different schools. They also help the Faculty Liaisons work together.
 - **Being available for phone calls and for emails.**
 - **Reviewing syllabi.** Each semester, please collect the syllabi from your assigned Dual Credit teacher(s). We are required to have shared outcomes for each course.
 - **Class observations.** All dual credit instructors need to be observed at least once a year. Class observations are the best way to ensure instructors are meeting our standards. If you are unable to visit in-person, you can also observe a class by reviewing the class' Canvas shell. These observations can be informal, as we don't use them for annual evaluations or salary considerations. If you're unable to observe a Dual Credit instructor over the course of a year, please contact Jennifer Lamoreaux. We have a specific form we ask you to complete, titled the **Dual Credit Program High School Observation Form**, which is available in the Faculty Liaison shared folder in Dropbox.
 - **Emails as needed about department events.** If there is an event in your department or school that is open to the dual credit teachers, please email them and extend an invitation. We want them to be a part of the NSC community.
 - **Sharing observations with the Coordinator for High School Partnerships.** If you notice that a teacher is struggling in any way, please reach out to Jennifer Lamoreaux. You may also want to let Jennifer know when a dual credit teacher is doing something exceptionally well.
- One of the most common concerns from dual credit teachers (outside of our program) is that they don't feel connected to the college that sponsors the dual credit program. As a liaison, do your best to reach out and make sure our dual credit teachers are seen and heard.

FACULTY LIAISON CHECKLIST



Each semester, we'd like you to complete a self-check:

https://nevadasc.co1.qualtrics.com/jfe/form/SV_9WXNi33a0WkeRdc

We'll send out reminders in May and December of each year. The self-report serves a few purposes. First, it gives you a reminder about the responsibilities associated with the Faculty Liaison role. Second, it lets us see how often we're interacting with the dual credit instructors. Finally, it gives you the chance to reflect on the semester and send us any suggestions.

Dual Credit Teachers complete a similar form each year, documenting their interactions with Faculty Liaisons.

LIVE CHECK-INS

You are required to do a "live" check-in every semester. You can do this live, over the phone, or via a video conference. The primary goal is to check-in, let them know you are available for questions, and answer any concerns the dual credit teacher might have.

Some instructors may not respond to meeting requests. In those situations, please send Jennifer Lamoreaux a short email. We will check in with the instructor and encourage them to respond.



CLASS MATERIALS



Every class has a shared Dropbox folder with helpful materials, including course outcomes, a syllabus template, sample syllabi, and representative assignments. These shared components help ensure the quality and consistency of the classes. Whenever possible, please add materials to the appropriate folder. For example, if you have an assignment that worked well, please add it to the shared folder and let the dual credit instructor know.

CONTRACTS AND STIPENDS

We provide stipends to Faculty Liaisons to support your extra efforts. These stipends are awarded at two different levels:

LEVEL 1

**\$250 per
instructor each
semester**

(Partnering
with experienced
instructors)

LEVEL 2

**\$400 per
instructor each
semester**

(Partnering with
inexperienced
instructors)

The rate for partnering with inexperienced instructors is a bit higher because it will require more of your time. Once an instructor has some experience in dual credit, they'll require less of you. Dual Credit Instructors with less than one year of experience are considered "inexperienced."



NACEP


The National Association for Concurrent Enrollment Programs (NACEP) accredits programs like ours and provides useful standards. Although we aren't pursuing full NACEP accreditation yet, we'd like to eventually, and the standards help us keep the program strong. Some of the standards that apply directly to your role as faculty Liaison are listed here.

The concurrent enrollment standards promote the implementation of policies and practices such that:

- 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 post-secondary institution and are trained in course delivery and provided ongoing discipline-specific professional development.
 - Concurrent enrollment programs display greater accountability through program evaluation.
- P2:** The concurrent enrollment program has ongoing collaboration with secondary school partners.
 - F2:** Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
 - F3:** Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
 - F4:** The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.
 - C2:** The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
 - C3:** Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.
 - E2:** The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.




GET IN TOUCH

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