

## **Dual Credit Faculty Senate Task Force Recommendations**

*While the charge for the Dual Credit Faculty Senate Task Force initially focused on collecting information on the Dual Credit High School Partnership Program, our task was expanded at the May 2015 Faculty Senate retreat to include also providing some recommendations to accompany our report.*

*The Dual Credit Faculty Senate Task Force offers the following recommendations:*

1. Endorsement of the Dual Credit High School Partnership Programs:  
The Task Force supports the offering of dual credit courses at the high schools. We endorse the involvement of Stockton University faculty liaisons (coaches) working with the high school instructors to align the course content and pedagogy to the Stockton equivalent course.
2. Establishment, Maintaining, and Terminating a Dual Credit Partnership  
The Task Force recommends that the faculty of the Stockton academic programs should have the central authority in decisions about whether to enter into the dual credit partnerships with high schools. Furthermore, participating faculty should have a central voice in maintaining the partnership and in determining whether to terminate the arrangement. Decisions regarding partnership with specific high schools and specific high school instructors should be at the discretion of the Stockton academic program faculty offering the dual credit courses. (also see item 5 b, c)
3. Enrichment activities  
Enrichment activities, which involve the high school instructors and Stockton University faculty, are recognized as a valuable component in establishing successful partnerships between Stockton University and the high schools. These enrichment activities may include seminars, workshops, high school visits, and visits to Stockton classes. We note that logistics or budgetary constraints may impede these valuable interactions. The Task Force recommends that these enrichment activities should be strongly encouraged and facilitated by both Stockton University and the participating high school districts to the highest level possible.
4. Centralize Administration for the Dual Credit HS Partnerships at Stockton University
  - a. There should be common University-wide procedures established for initiating new courses, for evaluating existing courses, and for evaluating the overall effectiveness of the Dual Credit High School Partnerships.
  - b. A periodic report of the on the Dual Credit Partnership Program should be made available for distribution to participating programs, the Faculty Senate and the administration. This should include summary data on the partnerships as well as a sharing of best practices from the participating academic programs.
  - c. A description of courses offered to eligible high school students should be made available to the high schools ideally in the spring prior to the start of a new academic year.
  - d. Memoranda of Agreement with the high schools should be negotiated, ideally, in the spring or early summer prior to the start of a new academic year. This will facilitate the enrollment of high school students, the offering of joint enrichment programs between Stockton faculty and the high school instructors, and the initiation of new liaison (coach) communications.

5. Stockton Federation of Teachers Memorandum of Agreement

- a. Because of the complexities of establishing and maintaining the dual credit partnerships involving multiple Stockton academic programs and high school districts, the Task Force recommends that the Stockton Federation of Teachers (SFT) negotiate a long term MOA governing these partnerships. Further, we strongly encourage the SFT negotiating team to consult with liaisons from affected Stockton academic programs prior to the negotiation of the new long term MOA.
- b. We expect that the SFT MOA will establish a minimum qualification required of high school instructors. However, we note that in some cases, qualifications other than an advanced degree may be critical to the quality of instruction for a particular course. For example, demonstrating a high level of proficiency in a foreign language may outweigh the achievement of an advanced degree. Once minimal qualifications are established in the MOA, the decision of whether to partner with particular high school instructor would be vetted by the Stockton academic program in a manner that would be similar to the personnel process for hiring adjuncts.
- c. The decision of which high school districts to partner with should not be limited to specific counties in New Jersey, but should be at the discretion of the Stockton academic program offering the partnership.