

## **Supporting Materials Relating to Task Force on Dual Credit**

### **Charge for Potential Task Force on Dual Credit**

The Senate charges the Task Force on Dual Credit with the following fact finding mission. The Task Force shall conduct an investigation into the current status of Stockton College offerings in collaboration with local high schools, whether taught here or at the high schools.

This would include (but would not be limited to) ascertaining information on the following four general areas:

#### **I. Basic Data**

- a) Total number of courses
- b) What terms courses have been offered
- c) School/programs offering such courses
- d) Types of courses (lecture, online, hybrid, etc.)
- e) Number of students in the courses
- f) Number of credits each course carries
- g) Locations of said courses (e.g., at Stockton MC, in high schools, etc.)
- h) Dual Credit status: do all such courses receive dual status in the same way or are there variations? Do some only receive college credit?
- i) What is the transferability of these credits to other institutions?
- j) What data does Stockton have about other institutions doing this?
- k) What future partnerships are projected?
- l) Who at Stockton is responsible for collecting and storing data about these programs?

#### **II. Nature of Instructors**

- a) What degrees the instructors have (e.g., Ph.D., M.A., B.A., B.S., M.S.) and their institutional affiliation (e.g., are they Stockton full time faculty, Stockton adjunct faculty, high school teachers)
- b) Whether there was any particular training for the instructor of the course, and if so, whether that training was conducted by Stockton faculty? Also, are mentors assigned to high school teachers, and if so, how? How is the mentorship carried out?
- c) Whether there are any procedures in place to evaluate success/problems of instructors and to respond to such data
- d) What approval and oversight procedures are in place, or should be implemented, so that the sponsoring academic program at Stockton can maintain the educational integrity of course offerings?
- e) What is the time and resource commitment for Stockton faculty members involved in the above processes?

#### **III. Information on College, School, & Program Policies & Actions**

- a) What have been and are the stated goals and purposes of the various agents involved in these programs (e.g., the administration, the Stockton Schools, the programs, and high

schools)?

- b) What school or program policies have been crafted with regard to the above (e.g., commitments by programs to offer x number of such courses per semester and the role of program coordinators) and whether the courses being offered are part of any Stockton wide initiative/policy regarding such actions.
- c) How these courses are being advertised and what administrative unit (either at Stockton or elsewhere) is responsible for this advertising.
- d) Whether the college/schools/programs have policies in place for handling issues such as grade challenges, academic honesty, etc.
- e) What are the budget implications of these courses? E.g. Is add'l tuition paid by students/families? To whom? Does Stockton have revenue sharing agreements that vary from school to school? Does the 'offering academic program' at Stockton receive a revenue share?
- f) Who has designed the courses, what has been included in the curriculum, and how have goals and objectives been evaluated and assessed?
- g) What is the process by which specific high schools, and the classes within them, are selected for dual credit?

#### **IV. Nature of Students Taking Such Courses**

- a) How are students doing in these courses, especially as compared to Stockton students taking the "same" courses?
- b) What percentage of students subsequently go on to Stockton?
- c) Which students within the high schools have the opportunity to take the classes?
- d) Do the students have to qualify in some way? How?
- e) What is the relationship between the dual credit classes and AP classes, which confer college credit also?
- f) What standard do students have to meet in order to get credit?

Once the committee has gathered this information, they will craft a report and submit it to the Senate no later than the May retreat.

**Nominees for Task Force on Dual Credit**

According to the Stockton Faculty Constitution, one of the duties of the Senate is to select individuals to serve on task forces. The Senate Executive Committee moves that the following individuals be asked to serve on the Task Force on Dual Credit.

Dr. Janice Joseph, Distinguished Professor of Criminal Justice \*

Dr. Karen York, Associate Professor of Biology \*

Dr. Arnaldo Cordero, Associate Professor of Languages \*

Dr. Chia-Lin Wu, Associate Professor of Mathematics \*

Dr. Mark Sullivan, Associate Professor of Marine Sciences \*

Dr. Michael Hayse, Associate Professor of History and the M.A. in Holocaust and Genocide Studies \*

Dr. Aakash Taneja, Associate Professor of Computer Science

Dr. Oliver Cook, Associate Professor of Economics

**Administrators**

Dr. Lisa Honaker, Dean of School of Arts and Humanities

Dr. Dennis Weiss, Dean of School of Natural Sciences and Mathematics

Dr. Susan Davenport, Associate Provost of E-Learning