

**Advisory Board on Teacher Education  
and Licensure Report on  
Dual Enrollment (Including Career and  
Technical Education) in Response to  
Senate Bill 1575 of the 2019 Virginia  
General Assembly**

**November 14, 2019**

*Teacher Education and Licensure  
Virginia Department of Education  
P. O. Box 2120  
Richmond, Virginia 23218-2120*

**Background**

Senate Bill 1575 of the 2019 Virginia General Assembly amended and reenacted Section 22.1-305.2 of the *Code of Virginia* as follows:

**CHAPTER 767**

*An Act to amend and reenact § 22.1-305.2 of the Code of Virginia, relating to teacher licensure; Advisory Board on Teacher Education and Licensure; certain instructors at institutions of higher education.*

[S 1575]

Approved March 21, 2019

Be it enacted by the General Assembly of Virginia:

1. That § **22.1-305.2** of the Code of Virginia is amended and reenacted as follows:

§ **22.1-305.2**. Advisory Board on Teacher Education and Licensure.

There is hereby established the Advisory Board on Teacher Education and Licensure (*the Advisory Board*), which shall consist of three legislative members to be appointed as follows: ~~Two~~ two members of the House of Delegates to be appointed by the Speaker of the House of Delegates, one member of the Senate to be appointed by the Senate Committee on Rules, and 21 nonlegislative citizen members to be appointed by the Board of Education. Ten nonlegislative citizen members of the Advisory Board shall be classroom teachers, with at least the following representation: three elementary school teachers, three middle school teachers, and three high school teachers. Three nonlegislative citizen members of the Advisory Board shall be school administrators, one of whom shall be a school principal, one of whom shall be a division superintendent, and one of whom shall be a school personnel administrator. Four nonlegislative citizen members of the Advisory Board shall be faculty members in teacher preparation programs in public or private institutions of higher education, who may represent the arts and sciences. One nonlegislative citizen member of the Advisory Board shall be a member of a school board. One nonlegislative citizen member of the Advisory Board shall be a member of a parent-teacher association. One nonlegislative citizen member of the Advisory Board shall be a representative of the business community, and one nonlegislative citizen member shall be a citizen at large. *The Chancellor of the Virginia Community College System or his designee shall serve as an ex officio member of the Advisory Board.* The Superintendent of Public Instruction or his designee and the Director of the State Council of Higher Education for Virginia or his designee ~~and the Chancellor of the Virginia Community College System or his designee~~ shall serve as nonvoting ex officio members of the Advisory Board.

The Superintendent of Public Instruction shall designate a staff liaison to coordinate the activities of the Advisory Board. The Advisory Board shall meet five times per year or upon the request of its chairman or the Board of Education. The Advisory Board shall annually elect a chairman from its membership. Nonlegislative citizen members are not entitled to

compensation for their services. Legislative members of the Advisory Board shall be compensated as provided in § **30-19.12**. All members shall be reimbursed for all reasonable and necessary expenses incurred in the performance of their duties as members of the Advisory Board as provided in §§ **2.2-2813** and **2.2-2825**. The funding for the costs of compensation and expenses of the members shall be provided by the Department of Education.

The nonlegislative citizen members of the Advisory Board shall be appointed for three-year terms. Legislative members shall serve terms coincident with their terms of office. No person may be appointed to serve for more than two consecutive terms. Members shall hold office after expiration of their terms until their successors are duly appointed. Appointments to fill vacancies of members, other than by expiration of a term, shall be for the unexpired terms. Such vacancies shall be filled in the same manner as the original appointments.

The Advisory Board on Teacher Education and Licensure shall advise the Board of Education and submit recommendations on policies applicable to the qualifications, examination, licensure, and regulation of school personnel including revocation, suspension, denial, cancellation, reinstatement, and renewals of licensure, fees for processing applications, standards for the approval of preparation programs, reciprocal approval of preparation programs, and other related matters as the Board of Education may request or the Advisory Board may deem necessary. The final authority for licensure of school personnel shall remain with the Board of Education.

2. That, notwithstanding any provision of law to the contrary, the Board of Education shall provide for the issuance of a three-year license to solely teach career and technical education courses or dual enrollment courses at public high schools in the Commonwealth to any individual who (i) is employed as an instructor by an institution of higher education that is accredited by a nationally recognized regional accreditation body, (ii) is teaching in the specific career and technical education or dual enrollment subject area at such institution in which the individual seeks to teach at a public school, and (iii) complies with the requirements set forth in subdivisions D 1 and 3 of § **22.1-298.1** of the Code of Virginia. The Board of Education shall require any such instructor to maintain continuous employment in such position at the institution of higher education as a condition of continued licensure. The provisions of this enactment shall expire on July 1, 2021, however, any license issued pursuant to this act prior to July 1, 2021, shall remain in effect for three years from the date it was issued unless such license is revoked by the Board of Education.

3. That the Advisory Board on Teacher Education and Licensure (the Advisory Board) shall make recommendations relating to licensure qualifications for individuals employed by an institution of higher education (i) to teach career and technical education courses in a high school setting and (ii) to teach dual enrollment courses in a high school setting. In making its recommendations, the Advisory Board shall consider the plan, process, and criteria developed by the State Board for Community Colleges pursuant to subdivision 7 of § **23.1-2904** of the Code of Virginia and criteria used by nationally recognized regional higher education accreditation bodies. The Advisory Board shall report its recommendations to the Board of Education and the Chairmen of the House Committee on Education and the Senate Committee on Education and Health no later than December 1, 2019.

The 2019 General Assembly appropriated funding for Fiscal Year 2020 for tuition scholarships for licensed public high school teachers pursuing additional credentialing requirements to qualify to teach dual enrollment courses as follows:

*Item 135 Item G.4.*

*Out of this appropriation, \$250,000 the second year from the general fund is provided for tuition scholarships to be specifically allocated solely for licensed public high school teachers pursuing additional credentialing requirements necessary to be considered faculty who are qualified to teach dual enrollment courses in high schools in their local school division. The Department of Education shall make payments on behalf of the scholarship recipients directly to the Virginia institution of higher education where the scholarship recipient is enrolled full-time or part-time in an approved undergraduate or graduate teacher education program applicable to dual enrollment course curriculum available for public high school students. The lifetime maximum dual enrollment tuition scholarship award for each approved eligible teacher is \$7,500. Eligibility for access to these dual enrollment tuition scholarship awards shall be determined through an application process whereby school divisions shall apply to the Department of Education. In the application process, the applying school division shall include: i) an explanation of why such dual enrollment tuition scholarship is warranted, ii) the dual enrollment course or courses that shall be offered by the scholarship recipient's high school and taught by the recipient upon the recipient's successful completion of required coursework for appropriate credentialing to teach such dual enrollment courses, and iii) the projected student enrollment in the recipient taught public high school dual enrollment courses. The Department of Education shall compile and report the application information for each applying school division, and shall also report the number of recipients and amount of tuition awarded to each school division, the institution of higher education receiving tuition, the credentialing area pursued by recipients, and dual enrollment courses offered after the recipient's successful completion of the pursued credentialing. The Department shall submit the report by June 30, 2020, and annually thereafter, to the House Committees on Education and Appropriations and the Senate Committees on Finance and Education and Health.*

At the April 15, 2019, meeting, the Advisory Board on Teacher Education and Licensure (ABTEL) requested the Department of Education staff convene a workgroup on its behalf to make recommendations regarding dual enrollment in response to the legislation.

In response to Senate Bill 1575, on July 1, 2019, a three-year license was established to solely teach career and technical education courses or dual enrollment courses at public high schools in the Commonwealth to any individual who:

- (i) is employed as an instructor by an institution of higher education that is accredited by a nationally recognized regional accreditation body,
- (ii) is teaching in the specific career and technical education or dual enrollment subject area at such institution in which the individual seeks to teach at a public school, and
- (iii) complies with the requirements set forth in subdivisions D 1 and 3 of § [22.1-298.1](#) of the *Code of Virginia*.

The Board of Education shall require any such instructor to maintain continuous employment in such position at the institution of higher education as a condition of continued licensure. The provisions of this enactment shall expire on July 1, 2021, however, any license issued pursuant to this act prior to July 1, 2021, shall remain in effect for three years from the date it was issued unless such license is revoked by the Board of Education.

On July 25, 2019, the process began to include in the Board of Education’s regulations the Three-Year Career and Technical Education and Dual Enrollment. This license type and its requirements will be requested to be added to *the Licensure Regulations for School Personnel* through the Fast-Track option of the Administrative Process Act.

On August 29, 2019, a Workgroup on Dual Enrollment was convened. The workgroup was composed of representatives from the Virginia Association of School Superintendents, Virginia Association of Secondary School Principals, Virginia School Boards Association, Virginia Education Association, State Council of Higher Education for Virginia, Virginia Community College System, Advisory Board on Teacher Education and Licensure, higher education, and Virginia Department of Education. The Director of Educational Programs and Policy in Fairfax County Public Schools also served on the workgroup. The list of the workgroup membership is provided in the appendix.

On September 23, 2019, the Advisory Board on Teacher Education and Licensure met and approved the recommendations of the workgroup and unanimously voted to submit this report to the Board of Education and the Chairmen of the House Committee on Education and the Senate Committee on Education and Health.

**Dual Enrollment (Including Career and Technical Education)**

This report addresses dual enrollment (including Career and Technical Education). Dual enrollment allows qualified high school students to be concurrently enrolled in classes in which they earn high school and college credit.

Many school divisions prefer to employ its own teachers, if qualified, for dual enrollment. The majority of teachers assigned dual enrollment courses are school board employees who meet the dual enrollment qualifications. In other situations, the school division may employ instructors from higher education to teach dual enrollment courses. In those cases, the individual is regularly employed by a school board and paid from public funds; therefore, the instructor needs a license. A license issued by the Board of Education for those individuals allows school divisions to employ the qualified instructor and not assign another employed teacher to the classroom.

Dual enrollment faculty must meet the requirements for instructors of dual enrollment. Colleges and university faculty are not required to hold licenses, but they must meet the qualifications to teach such courses.

**The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)**

The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. Institutions of higher education must adhere to policies on dual enrollment by SACSCOC.

The [DUAL ENROLLMENT Policy Statement of Southern Association of Colleges and Schools Commission on Colleges](#) states the following:

Southern Association of Colleges and Schools Commission on Colleges 1866 Southern Lane Decatur, Georgia 30033-4097 DUAL ENROLLMENT Policy Statement For SACSCOC purposes, “dual enrollment” refers to courses taught to high school students for which the students receive both high school credit and college credit, regardless of location or mode of delivery. This would include such coursework offered at the high school, on the institution’s campus, or via distance education. This also includes programs and courses that may be offered under different names such as “early college,” “dual credit,” or “concurrent enrollment.” The academic rigor of such coursework matches the quality of other institutional coursework, regardless of location or mode of delivery.

Institutions must ensure that their dual enrollment courses and programs comply with the Principles of Accreditation. This applies to all such educational programs and services, wherever located or however delivered. In addition, institutions being reviewed should also be prepared to demonstrate clear institutional control over these dual enrollment courses and programs.

#### **Applying the Principles of Accreditation to Dual Enrollment**

With the underlying concept that the Principles of Accreditation apply to all programs of the institution, regardless of mode of delivery, institutions should consider the following statements in implementing and reporting on dual enrollment programs. Similarly, reviewers should consider these statements when approving or evaluating dual enrollment programs.

#### **Substantive Change**

An institution offering dual enrollment ensures appropriate notification and prior approval (if needed) of off-campus instructional sites where dual enrollment courses and programs are offered. Another aspect of dual enrollment that may require notification or approval could be the use of a cooperative academic arrangement to deliver courses. (Please refer to the SACSCOC policy “Substantive Change for SACSCOC Accredited Institutions.”)

#### **Faculty**

SACSCOC defines an “instructor of record” as the faculty member qualified to teach the course. This person has overall responsibility for the development and implementation of the syllabus and for issuing grades. The faculty member will provide direct instruction for the course.

The institution ensures appropriate faculty qualifications for those who provide instruction for dual enrollment courses; these faculty members possess the same academic credentials and/or documented professional experience required by the institution of all of its faculty. Graduate teaching assistants, if they are the instructor of record and providing direct instruction, should meet the same academic and/or professional criteria. In all cases, the institution bears responsibility for documenting and justifying the qualifications of its dual enrollment

instructors, and they are included on the Faculty Roster when appropriate for review by a SACSCOC committee. (Please refer to the Resource Manual, Standard 6.2.b, for a broader discussion of faculty qualifications.)

An institution offering dual enrollment courses or programs ensures that a sufficient number of full-time faculty members teach and/or provide appropriate oversight for the courses/programs. Materials submitted for review by SACSCOC explain the nature of faculty oversight that ensures the quality and integrity of the courses offered. The institution has clear criteria for the evaluation of faculty teaching dual enrollment courses and demonstrates the use of these criteria

### **Curriculum and Instruction**

For all dual enrollment courses offered, the institution employs sound and acceptable practices for determining the amount and level of credit awarded. Course content and rigor of dual enrollment courses are comparable to that of the same courses taught to the institution's other students. (Please see the SACSCOC policy "The Quality and Integrity of Educational Credentials.")

The faculty assumes primary responsibility for dual enrollment courses. Such oversight ensures both the rigor of programs/courses and the quality of instruction.

### **Institutional Effectiveness**

Dual enrollment students are included within the processes used to ensure the effectiveness of campus programs. If dual enrollment students can earn a credential, then that credential and those students should be part of the institutional effectiveness process of the institution. The institution regularly assesses the effectiveness of its provision of library/learning resources and student support services for dual enrollment.

### **Library and Learning Resources**

Students have access to appropriate library resources, and the institution demonstrates that students are able to use such resources effectively. If the high school is the provider of these materials, the institution establishes the appropriateness of the collections for the courses and programs offered. The institution ensures that its students have access to regular and timely instruction in the use of library and other learning resources.

### **Academic and Student Support Services**

Academic support services are appropriate for the courses and programs offered. Institutions ensure that dual enrollment students are appropriately advised regarding the collegiate curriculum. Student support services are appropriate for dual enrollment students. Institutions have an adequate and published procedure for resolving written student complaints, and the institution follows its policies and procedures. The institution ensures that its dual enrolled students are appropriately oriented regarding their rights and responsibilities. Documented procedures assure that security of personal information is protected.

### **Admissions and Transparency**

The institution implements appropriate eligibility and placement procedures to ensure that potential dual enrollment students are prepared for college-level courses. Dual enrollment students are usually admitted under exceptions to an institution's published admissions policies, and the institution follows commonly accepted practices in making such exceptions.

Advertising, recruiting, and admissions information adequately and accurately represents the programs, requirements, and services available to students.

Statements and other representations regarding the ability to transfer credit earned in dual enrollment programs and courses are accurate and complete. The institution ensures that its registration and transcribing practices for dual enrollment students are consistent with those in effect for all other students.

### **Facilities**

Dual enrollment courses are offered in adequate physical facilities, whether under the control of the institution or under the control of the high school.

*Document History Approved: SACSCOC Board of Trustees, June 2018 Revised: SACSCOC Board of Trustees, December 2018*

SOURCE: [SACSCOC website](#)

Instructors of dual enrollment must meet the following faculty qualification guidelines established by the SACSCOC. Employing individuals who hold a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching field) is challenging for school divisions.

### **FACULTY CREDENTIALS**

#### **- Guidelines -**

Standard 6.2.a (Faculty qualifications) of the Principles of Accreditation reads as follows: For each of its educational programs, the institution justifies and documents the qualifications of its faculty members.

When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

- a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.
- d. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
- e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.



f. Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

*Approved: College Delegate Assembly, December 2006*

*Updated for Revised Principles: April 2018*

The number of years of occupational experience for faculty members teaching associate degree courses not designed for transfer to the baccalaureate degree and faculty teaching non-associate's degree occupational programs are defined by the community college system within requirements of SACSCOC.

### **Recommendations**

The Advisory Board on Teacher Education and Licensure recommends the following:

- Increase the pipeline of teachers qualified to teach dual enrollment courses by encouraging:
  - additional funding for incentives for K-12 teachers to meet current requirements for higher education dual enrollment eligibility requirements (subject area master's degree or graduate content area coursework);
  - accredited institutions of higher education to offer graduate content course to assist individuals in meeting qualifications to teach dual enrollment; and
  - further discussion regarding the criteria used to determine K-12 teacher eligibility to teach dual enrollment courses for college credit.
  
- Request the Board of Education to establish a one-year, nonrenewable Dual Enrollment License.<sup>1</sup> [This license will allow school divisions to hire dual enrollment instructors employed in institutions of higher education who then may be assigned as the "teacher of record" for the course and eliminate the need to assign a second employee to the classroom.] This license may be issued to an individual who does not otherwise hold a Virginia teaching license issued by the Board of Education and who:
  1. Is employed as an instructor by an institution of higher education that is accredited by a nationally recognized regional accreditation body;
  2. Is teaching in a dual enrollment subject area (including career and technical education) at such institution in which the individual seeks to teach in a public school;
  3. Complies with the requirements set forth in subdivisions D1 and 3 of Section 22.1-298.1 of the *Code of Virginia*;
  4. Must maintain continuous employment in such position at the institution of higher education as condition of continued licensure (as verified by the school division); and

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<sup>1</sup> ABTEL recommends a one-year, nonrenewable Dual Enrollment License. This one-year license will allow school division superintendents to request a license for an instructor employed by an institution of higher education. The preference is to establish a one-year license rather than a three-year license because instructors may only be assigned annually.

5. Receive a recommendation for the license from an employing Virginia school division superintendent.

An extension of the license must be requested by the employing Virginia school division superintendent each year of employment.

This license is subject to **Part VII --Governing the Revocation, Cancellation, Suspension, Denial, and Reinstatement of License** of the *Licensure Regulations for School Personnel*.

**APPENDIX  
DUAL ENROLLMENT WORKGROUP**

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King George County Schools

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Director, Government Relations and Research  
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