

Department of Legislative Services
Maryland General Assembly
2020 Session

FISCAL AND POLICY NOTE
First Reader

House Bill 147
Ways and Means

(Delegates Kerr and K. Young)

Education - High School Teachers Teaching Dual Enrollment Courses -
Qualifications

This bill establishes that a local board of education must allow a high school teacher to teach a dual enrollment course offered by an institution of higher education if the teacher has either (1) earned a master's degree or higher in the field of instruction or (2) earned a master's degree or higher in another field and met other specified qualifications, including having been observed and approved by a full-time faculty member. The bill only applies to a local board of education that has a memorandum of understanding (MOU) with an institution of higher education authorizing a high school teacher to teach a dual enrollment course. **The bill takes effect July 1, 2020.**

Fiscal Summary

State Effect: State finances and operations are not necessarily affected. It is optional for a public institution of higher education to enter into such an MOU with a local school system and then choose to qualify teachers by conducting the specified professional development and observation.

Local Effect: Local finances and operations are not necessarily affected. A local school system can allow qualified teachers to teach dual enrollment courses using existing resources. It is optional for a local community college to enter into such an MOU with a local school system and then choose to qualify teachers by conducting the specified professional development and observation.

Small Business Effect: None.

Analysis

Bill Summary: To qualify to teach a dual enrollment course, a high school teacher who has earned a master's degree or higher in a field other than the field of instruction must have (1) taught a college-level course; (2) received professional development in college-level teaching from the institution of higher education; and (3) been observed and approved for instruction by a full-time faculty member of the institution of higher education in the department in which the class is taught.

In the bill, "college-level course" is defined as a course or sequence of courses that (1) constitutes part of the International Baccalaureate (IB) program; (2) is approved by the College Board as an Advanced Placement (AP) course; (3) constitutes all or part of a comparable program that is widely recognized by institutions of higher education as conferring college credit; or (4) is offered by an institution of higher education.

Current Law:

Teachers – Certification

In general, according to the Maryland regulations (COMAR), to become a certified teacher in the State, an individual must:

- complete a college or university State-approved educator preparation program;
- complete an out-of-state college or university educator preparation program that leads to certification in that state;
- hold a valid National Board Certification;
- hold a valid, out-of-state professional certificate and submit verification of 27 months of full-time satisfactory professional experience;
- meet transcript analysis requirements; or
- complete a Maryland Resident Teacher Certificate program.

Instructors – Institutions of Higher Education

According to COMAR, the faculty employed by an in-state institution (*i.e.*, an institution that requires certification approval to operate in the State) must be competent on the basis of their formal education and professional experience to enable them, through effective

instruction and other activities, to achieve the educational objectives of the institution. A faculty member must have completed formal studies at a qualified institution, as specified. In addition, a faculty member must demonstrate successful experience and provide continuing evidence of keeping abreast of developments in the faculty member's field.

The highest educational requirements for faculty members who teach courses of a technical or vocational nature at an associate degree-granting institution must be compatible with their teaching assignments, with practical experience being given special consideration.

An associate degree-granting institution must ensure the quality of the general education courses offered by:

- assigning a full-time employee, with appropriate credentials, to be responsible for coordinating and supervising the general education offerings;
- having a plan for relating the general education requirements to the curriculum offered by the institution; and
- ensuring that faculty teaching in the general education courses comply with the requirements set forth for all faculty.

Faculty members who engage in instruction must be able to communicate effectively in both written and spoken English.

At least 35% of the full-time faculty in colleges offering baccalaureate or higher degrees, and 50% of the full-time faculty in universities and in separately incorporated graduate institutions or centers must hold a terminal degree in the field in which they teach. At least 50% of the total credit hours offered by an institution within a normal academic year of two semesters or three trimesters, normally September to May, which are creditable toward a formal awarded degree, must be taught by full-time faculty members at the institution.

Full-time faculty members of the parent institution must teach at least one-third of the credit hours offered in an off-campus program. Part-time faculty must have appropriate qualifications for their assignment.

Institutions of Higher Education – Off-campus Instruction

According to COMAR, an in-state institution may offer credit-bearing course work amounting to less than one-third of the required course work of a major field of study leading to a degree or certificate at a location other than that of the sponsoring institution or campus without approval from the Maryland Higher Education Commission.

Dual Enrollment Funding Mechanism Overview

Under the College and Career Readiness and College Completion Act of 2013, a local school system is charged a specified discounted tuition for a qualified dually enrolled student. The local school system *may*, in turn, charge a student a specified percentage of the tuition cost; however, it must consider the financial ability of students when setting fees and waive the fee for students who are eligible for free and reduced-price meals.

Background: Dual enrollment refers to any broad array of programs and opportunities that allow high school students to enroll in and take college courses. This includes programs in which students are enrolled in a dual enrollment course through a partnership agreement with their local school system and thereby receive both high school and college credit. Dual enrollment also occurs when high school students independently enroll in courses at a college and only earn college credits. Dual enrollment courses can be completed in a variety of different ways, including:

- high school students traveling to college campuses or college faculty traveling to high schools;
- credentialed high school teachers teaching college-level courses to students in local high schools; or
- high school students taking courses from college instructors via distance education

According to the Maryland Longitudinal Data Center [2019 Dual Enrollment Report](#), 5% of high school students were enrolled in a college for at least one day (one definition of dually enrolled). The number of dually enrolled students has significantly increased in recent years. From the 2014-2015 academic year to the 2017-2018 academic year, dual enrollment in Maryland public schools grew approximately 57%. Dual enrollment grew in part due to the College and Career Readiness and College Completion Act of 2013 (Chapter 533), which reduced the student cost of dual enrollment at public institutions of higher education in the State.

It is unknown how many local school systems have MOUs with an institution of higher education to allow high school teachers to teach a dual enrollment course offered by the institution. Frederick Community College mentions on its [website](#) that some of its dual enrollment courses are taught by high school teachers.

Advanced Placement and International Baccalaureate Courses

Many colleges and universities grant college credit to students who receive a certain score on an externally scored AP or IB exam. These courses are taught by high school teachers

who have generally received professional development in teaching AP and IB courses by the parent organizations offering the exams. These teachers do not need authorization from institutions of higher education to teach these courses.

Additional Information

Prior Introductions: None.

Designated Cross File: None.

Information Source(s): Maryland State Department of Education; Maryland Higher Education Commission; Baltimore City Community College; University System of Maryland; Baltimore City Public Schools; Anne Arundel County Public Schools; Montgomery County Public Schools; St. Mary's County Public Schools; Maryland Longitudinal Data Center; Frederick Community College; Department of Legislative Services

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