

Reports and Recommends to Academic Senate

DUAL ENROLLMENT TASK FORCE

Last Update 4 October 2026 | Prepared for Senate Meeting October 7 2026

Academic Senate: Approved 25 February 2026

Academic Senate Approved Charge and Membership: Tentative date 7 October 2026

BACKGROUND:

In Fall 2024, faculty and staff shared input on SBVC's dual enrollment program. Faculty identified concerns in training and faculty development, communication, faculty hiring practices, rigor, curriculum standards, scheduling consistency, pedagogy, K12 alignment of standards, and student onboarding. Faculty asked that department chairs be engaged in all stages of planning, that it be clear who determines which courses are offered at each partner high school, that instructional formats and contact hours remain consistent with college courses, that instructional resources be adequate at off-site locations, that student success data be disaggregated, and that faculty receive clear guidance on how college policies apply in high school settings.

ASCCC has consistently affirmed the faculty role in dual enrollment. Resolution 09.02 F16 urges local academic senates to work with their administrations so that dual enrollment programs are developed and implemented with senate endorsement through collegial consultation, calls for significant involvement by faculty who meet the minimum qualifications in the disciplines involved, and asks senates to ensure that dual enrollment offerings can be sustained without adversely affecting existing college programs. Resolution 106.01 F25, Faculty and Local Academic Senates Voice in Dual Enrollment, affirms faculty purview and urges local senates to establish clear processes. ASCCC Resolution 104.01 S26 affirms that faculty and local academic senates should play a central role in the development, review, implementation, and renewal of CCAP agreements. It urges local senates to work with college administrations to establish formal processes for faculty review of course offerings, curriculum alignment, instructor qualifications, and assurances of nondisplacement before governing board approval, and encourages ongoing evaluation through curriculum review, program review, and disaggregated student outcomes.

The Academic Senate forms this task force to address the concerns faculty have raised, within the academic and professional matters of the 10+1, and to align SBVC dual enrollment practice with statewide guidance, the Academic Senate 2026-2027 Goals, and the college's Valley Up Initiative.

CHARGE

The Dual Enrollment Task Force will review how San Bernardino Valley College plans, develops, approves, implements, evaluates, and renews dual enrollment offerings and College and Career Access Pathways (CCAP) agreements. It will recommend to Academic Senate processes that engage faculty early and throughout this work, protect the quality and integrity of college instruction, support equitable student access and success, and ensure meaningful faculty participation in academic and professional matters.

Responsibilities

The task force will:

- Map the current decision process for dual enrollment and CCAP agreements, identifying when discipline faculty, the Curriculum Committee, the Academic Senate, counseling faculty, and other affected groups are consulted.
- Review existing and proposed procedures for selecting course offerings; aligning courses with college curriculum and educational pathways; determining instructor qualifications; maintaining course rigor; and providing appropriate student support.
- Recommend a formal process for faculty and Academic Senate review of the academic components of new or renewed CCAP agreements before governing board approval.
- Identify the information departments need to evaluate proposed offerings, including student demand and outcomes, effects on existing college programs and course availability, instructional capacity, and assurances against program and/or course displacement.

- Recommend how dual enrollment offerings and agreements will be reviewed periodically, using disaggregated access and student outcome data to guide improvements.
- Identify matters that require consultation with administration, classified professionals, students, K–12 partners, or the faculty bargaining representative, and refer those matters to the appropriate process.
- Serve as a temporary advisory forum for the Dual Enrollment Faculty Lead to bring forward academic questions, proposed practices, and progress updates.
- Develop recommendations to guide the Faculty Lead's work on academic and professional matters, bring them to the Academic Senate for action, and, with the Faculty Lead, communicate Senate decisions to the appropriate college and partner contacts.

Tasks

- The Task Force will maintain its working files in the SharePoint folder under Academic Senate until all work is complete.
- Recommendations will be forwarded to the Academic Senate using the template in the Participatory Governance Handbook v1.0, Chapter 17.
- All deliverables will be completed by April 1, 2027, allowing the Academic Senate sufficient time to review and act to move forward, revise, or decline the recommendations.
- The Task Force will meet at least twice monthly to complete its work within the time allotted.
- The task force will present the Academic Senate with a map of current processes, a summary of gaps and areas requiring clarification, and recommended procedures for faculty review of dual enrollment offerings and CCAP agreements. Its recommendations should identify who is responsible for each step, what materials are reviewed, and when Senate input occurs.

Special Notes

- This task force shall not independently approve curriculum, direct employees, negotiate workload or compensation, commit institutional resources, or supersede the authority of the Academic Senate, Curriculum Committee, administration, collective-bargaining representative, or other established college bodies.
- Please note that the work of this task force connects to processes governed by other bodies. Each operates on its own calendar, approval cycle, and meeting schedule, which may not align with the task force's timeline. Recommendations that depend on external processes may take longer to resolve than the task force's term, and the task force is not expected to complete those processes itself.

Task Force Composition

Reporting Relationship:	Academic Senate
Chairperson:	Dual Enrollment Faculty Lead
<i>Chair as Voting Member?</i>	In the event of a tie vote, discussion shall be re-opened and a second vote taken. If the tie persists, the faculty chair shall cast the deciding vote.
Voting Members	
<i>Faculty:</i>	Total = 7
	5 Five instructional faculty members representing at least three different departments across <i>at least</i> two divisions that currently offer dual enrollment courses. <i>At least three of the five</i> must be department chairs.
	1 Counseling and Student Development
	1 Academic Senate representative
Voting Members Term:	Temporary
Quorum # (50%+1):	By consensus or majority vote, as determined by the Task Force at its first meeting.
Non-Voting Resource Members	

<i>Faculty:</i>	Academic Senate President
	Chair of Chairs
	Other faculty members by expertise and/or data needs
	SBCCDTA Designee
	Others as deemed necessary by the Task Force.
<i>Classified Professionals:</i>	1 Classified Senate designee
<i>Management:</i>	1 Appointed by the College President, in consultation with the VP of Instruction
	1 Appointed by the College President, in consultation with the VP of Student Services
Meeting Frequency	Determined by Task Force

ADDITIONAL RESOURCES

Content below reflects content from ASCCC 2026 Curriculum Institute, presentation “[Dual Enrollment with Purpose: Advancing Equity and Student Success](#)”

Key legislation, including AB 288 establishing College and Career Access Pathways (CCAP), encouraged structured partnerships between community colleges and K–12 districts. Current statewide priorities continue to emphasize equitable participation, transfer preparation, workforce pathways, and stronger regional collaboration.

- Ed Code §76001- Special part-time and full-time admission of High School Students
- Ed Code §76001- Established College and Career Access Pathways (CCAP) program
- Ed Code §48800–48802- Authorized K-12 student to attend Community College with Approval
- AB 288 (2015) Created CCAP Partnerships. Authorized closed classrooms on campus
- AB 30 (2019)- Extended CCAP and streamlined application process
- AB 2575 (2018)- Expand CCAP eligibility to include county offices of ed, charter schools, and certain private schools.

Models of Dual Enrollment

- Traditional concurrent enrollment generally serves individual high school students enrolling in college courses.
- CCAP serves cohorts through formal agreements.
- Career education pathways often connect dual enrollment with workforce preparation.
- Types of Dual Enrollment
 - High School Enrichment/Concurrent Enrollment
 - Early College/Middle College
 - Dual Enrollment and CCAP Dual Enrollment

About Adult Dual Enrollment

Adult Dual Enrollment is a partnership between a California Adult School and a California Community College that allows students who are pursuing a high school diploma or high school equivalency to enroll concurrently in college credit courses, earning progress toward both their adult education credential and a college certificate, degree, or transfer pathway.

Students generally must:

- Be enrolled in a public adult education high school diploma or high school equivalency (GED/HiSET) program.
- Not already possess a U.S. high school diploma or equivalent.
- Meet any college prerequisites for the credit course.
- Work with both the adult school and the community college to develop an educational plan.