

DUAL CREDIT STANDARDS

Adopted by Higher Education Coordinating Commission June 12, 2014

Curriculum	
Curriculum 1 (C1)	College or university courses administered through a Dual Credit Program are catalogued courses and approved through the regular course approval process of the sponsoring college and/or university. These courses have the same departmental designation, number, title, and credits as their college counterparts, and they adhere to the same course descriptions.
Curriculum 2 (C2)	College or university courses administered through a Dual Credit Program are recorded on the official academic record for students at the sponsoring college or university.
Curriculum 3 (C3)	College or university courses administered through a Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the college's or university's sponsoring academic departments.
Faculty	
Faculty 1 (F1)	Instructors teaching college or university courses through Dual Credit meet the academic requirements for faculty and instructors teaching in the college or university.
Faculty 2 (F2)	The college or university provides high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and Dual Credit administrative requirements before certifying the instructors to teach the college or university courses.
Faculty 3 (F3)	Instructors teaching Dual Credit sections are part of a continuing collegial interaction through professional development, seminars, site visits, and ongoing communication with the college's or university's faculty and Dual Credit administrators. This interaction must occur at least annually and address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	Dual Credit Program policies address instructor non-compliance with the college's or university's expectations for courses offered through the Dual Credit Program (for example, non-participation in Dual Credit Program training and/or activities).
Student	
Student 1 (S1)	The college or university officially registers or admits Dual Credit Program students as degree-seeking, non-degree seeking, or non-matriculated students of the college or university and records courses administered through a Dual Credit Program on official sponsoring college or university transcripts.
Student 2 (S2)	Colleges or universities outline specific course requirements and prerequisites for students.
Student 3 (S3)	High school students are provided with a student guide that outlines students' rights and responsibilities as well as providing guidelines for the transfer of credit.

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Assessment	
Assessment 1 (A1)	Dual credit students are held to comparable standards of achievement as those expected of students in on-campus sections.
Assessment 2 (A2)	The college or university ensures that Dual Credit Program students are held to comparable grading standards as those expected of students in on-campus sections.
Assessment 3 (A3)	Dual Credit students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Evaluation	
Evaluation 1 (E1)	The college or university conducts an end-of-term student course evaluation for courses offered through the Dual Credit Program. The course evaluation is intended to influence program improvement rather than instructor evaluation. Names (of the instructor or students) should not be included in the evaluation.

Appendix

Key Terms

Accelerated Learning – Educational experiences that provide high school students with the opportunity to earn college credit while in high school. These educational experiences may occur at a college/university or as part of the high school program. In many cases students earn both high school and college credit. Accelerated Learning has many forms in Oregon, some examples include: high school students taking courses at the college/university independently or as part of Expanded Options or other programs, Dual Credit and Advanced Placement courses.

High school-based accelerated learning – Accelerated learning opportunities offered as part of the high school education program through partnerships between high schools and institutions of higher education utilizing dual or concurrent enrollment or other early college credit opportunities to enable students to earn and transcript college credit while in high school. This does **not** include courses that students take directly from the college/university while in high school, whether by coming to the college/university or having college/university faculty teach the course at the high school.

Dual Credit, as defined by the standards, refers to a course that is

- a) Offered as part of the high school program,
- b) Taught by a high school teacher, acting as a proxy instructor for the college/university, who has been approved by the college/university and meets the qualifications to teach the course for the college/university,
- c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university. (Credit may also be granted by the high school toward graduation requirements, as appropriate.)

The Oregon Dual Credit Standards align with nationally recognized practices and very specifically focus on replicating, to the greatest extent possible, the college or university course in the high school. This includes requiring the participating high school teacher to meet the qualifications to teach the course for the college/university.

Sponsored Dual Credit, as defined by the standards, refers to a course that is

- a) Offered as part of the high school program,
- b) Taught by a high school teacher in partnership with a sponsoring college/university faculty member who meets the qualifications to teach the course for the college/university, and
- c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Sponsored Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university. (Credit may also be granted by the high school toward graduation requirements, as appropriate.)

While the proposed Sponsored Dual Credit standards are modeled after the Oregon Dual Credit Standards, they broaden the options for offering college or university courses at the high school by providing explicit standards for faculty/teacher partnerships to ensure appropriate expertise, oversight and alignment. This allows a high school the opportunity to work closely with a college or university to offer these courses even

though the high school may not have teachers who meet the qualifications for teaching the college or university courses.

Sponsoring college or university: The sponsoring college or university is the institution that is awarding and transcribing the postsecondary credit. The sponsoring college or university is responsible for ensuring compliance with federal, state, accreditation, and institutional rules, standards, laws, and regulations, as well as upholding the Sponsored Dual Credit agreements with partners. If there are multiple college or university partners, each higher education institution is considered a sponsoring college or university for the courses for which it is awarding and transcribing credit.

Sponsoring faculty member: The sponsoring faculty member is the faculty member from the sponsoring institution who is responsible for the college course offered and the credit awarded, and who oversees the orientation, oversight, training and implementation to ensure that the sponsored dual credit courses align with the college's or university's courses. The sponsoring college or university is responsible for identifying a sponsoring faculty member who has the qualifications and experience to provide appropriate leadership and oversight, and who is committed to connecting, communicating and collaborating with the high school teachers and other faculty in the partnership.

Assessment-Based Learning credit, as defined by the standards, includes

- a) Enhanced high school courses or other activities offered at the high school and taught by high school teachers,
- b) A partnership that focuses on student attainment of specific, college- or university-defined student learning outcomes, and,
- c) The opportunity for students to demonstrate, through college or university assessments, that they have attained those student learning outcomes and thereby earn credit for a course from the sponsoring college or university. Because the student did not take the class from the sponsoring college or university, course credit earned through Assessment-Based Learning credit programs is identified on student transcripts.

Assessment-Based Learning credit does not require alignment with the college or university course, but rather supports a partnership between the high school and a college or university to recognize college-level achievement that occurs as part of high school courses and activities. As such, standards for these models do not include requirements for curriculum alignment or adherence to the registration, grading, and transcription timelines associated with taking a college or university class. Assessment-Based Learning credit standards focus primarily on ensuring a thorough understanding by high school teachers of the college's or university's student learning outcomes, using the expertise of college or university faculty to provide a means for assessment and award of credit, and following transcription processes for credit for learning that occurred outside of taking a course from the college or university while in high school. (Note: Although there are some similarities with Credit for Prior Learning, Oregon Credit for Prior Learning is designed primarily to support adult students and focuses on experiential learning – knowledge, skills and abilities gained through life or work experience or military or other training outside of the academic environment.)