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High School Based College Credit Partnerships

Self-Study and Peer Review Guide

2019-2020 REVISED/3



Reference List of Abbreviations

ABL	Assessment-Based Learning Credit
CAO	Chief Academic Officer
CIA	Council of Instructional Administrators for Community Colleges
COSA	Confederation of Oregon School Administrators
CPL	Credit for Prior Learning
CTE	Career and Technical Education
DC	Dual Credit
DCC	Dual Credit Coordinators
ESD	Education Service District
FTE	Full Time Equivalent
HECC	Higher Education Coordinating Commission
HSBCCP	High School Based College Credit Partnerships
IFS	Inter-institutional Faculty Senate for Public Universities
NACEP	National Alliance for Concurrent Enrollment Partnerships
NWCCU	Northwest Commission on Colleges and Universities
OAICU	Oregon Alliance of Independent Colleges and Universities
OAR	Oregon Administrative Rules
ODE	Oregon Department of Education
ORS	Oregon Revised Statute
OTAC	Oregon Transfer and Articulation Committee (formerly JTAC and JBAC)
PC	Provost's Council for Public Universities
SDC	Sponsored Dual Credit

Chronology of Policy Work Groups:

ALC	Accelerated Learning Committee (2013-2014) per SB 222 in 2013
ALWG	Accelerated Learning Work Group (2015-2016) per PC and CIA joint initiative
SSAL	Sustainable Systems for Accelerated Learning (2017-2018)

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.

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 that students follow the college or university course structure, delivery, or registration timeline but rather supports a partnership between the high school and a college or university to recognize college-level achievement that occurs as part of enhanced high school courses and activities. As such, standards 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. Assessment Based Learning is not Credit for Prior Learning.)

Oregon Administrative Rule 715-017-0005 reads, "Assessment Based Learning Credit" means secondary and postsecondary credit awarded for enhanced high school courses or other activities offered at the high school, that focuses on student attainment of specific, college or university defined student learning outcomes, and the opportunity for students to demonstrate, through college or university assessments, that they have obtained those student learning outcomes and thereby are eligible to earn credit for a course from the partnering college or university. The course must be taught by a high school teacher in a secondary-postsecondary partnership that focuses on the above assessment criteria. Assessment based learning credit shall be identified on student transcripts. Assessment Based Learning Credit may include Career and Technical Education courses.

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.

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.

Oregon Administrative Rule 715-017-0005 reads, "Dual Credit" means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently similar to the college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university as set forth in ORS 340.310. The course must be taught by a high school teacher who has been approved by the college or university and who meets the qualifications to teach the course for the college or university. Dual Credit may include Career and Technical Education courses.

High school based college credit partnerships - 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.

Oregon Administrative Rule 715-017-0005 reads, “High School Based College Credit Partnerships” are defined as Dual Credit, Sponsored Dual Credit, and Assessment Based Learning Credit partnerships.

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.

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 higher education institution’s qualifications for teaching the college or university courses.

Oregon Administrative Rule 715-017-0005 reads, “Sponsored Dual Credit” means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently similar to the college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university as set forth in ORS 340.310. The course must be taught by a high school teacher who, in partnership with a sponsoring college or university faculty member, meets the qualifications to teach the course for the college or university. Sponsored Dual Credit may include Career and Technical Education 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 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 is a faculty member from the sponsoring college or university 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.

Program Partner: The self-study cover sheet asks for a list of program partners. For the purposes of the self-study, a program partner is the entity with which the college or university collaborates to engage with high school students and provide college credit opportunities. This could be a high school, a school district, an education service district, another partner who works with these entities such as a college access organization or a community based organization.

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INTRODUCTION AND BACKGROUND

Established in 2011, the Higher Education Coordinating Commission (HECC) is a 14-member volunteer commission appointed by the Oregon Governor, with nine voting members confirmed by the State Senate. The Commission is supported by the Higher Education Coordinating Commission state agency, comprised of eight distinct offices. The HECC develops and implements policies and programs to ensure that Oregon's network of colleges, universities, workforce development initiatives and pre-college pathways are well coordinated to foster student success.

The HECC has statutory responsibility¹ for development, oversight and approval of accelerated learning partnerships, specifically, Dual Credit, Sponsored Dual Credit, and Assessment-Based Learning Credit. Established standards for each of these models provide specific guidelines for high school based college credit partnerships related to curriculum, faculty, students, tuition and fees, assessments, program improvement, and transcription and transferability of credits. The purpose of the self-study and peer review described here is to support alignment between college/university campus offerings and high school based offerings. Academic quality of regular campus offerings is assured by [regional accreditation \(NWCCU\)](#) and other assessment measures. The HECC conducts longitudinal research on student success to ensure that programs are serving students with the best possible academic pathways to postsecondary degrees and certificates.

Beginning in academic year 2016-2017, public institutions offering high school-based college credit programs are required to align with the HECC adopted accelerated learning standards. Regular approval of three models of high school-based college credit fall under a single peer review application or "self-study". All high school based college credit partnerships must align with the [standards](#) and provide evidence of alignment through recurring reviews. The [review calendar](#) has been established with approval every six years and an annual program report. This self-study and peer review process builds on best practices and includes advice and input from the [National Alliance of Concurrent Enrollment Partnerships](#) (NACEP).

The peer review process is coordinated by HECC and ODE staff and provides for a self-study and facilitated peer review to demonstrate continuing adherence to the Oregon Standards. The purpose of this guide is to provide information for use by college/university staff as they work through the program approval/renewal process. This document identifies the essential steps in the process and describes evidence required to meet the state standards for High School Based College Credit Partnerships in Oregon.

Independent colleges and universities may participate in this process on a volunteer basis. Please contact the state staff if you are interested in participating.

¹ Oregon Revised Statutes [340.310 and 341.450](#),

Oversight Committee for High School Based College Credit Partnerships

Supporting the educational goals of Oregon’s 40-40-20², the Higher Education Coordinating Commission’s statutory responsibilities, College and Career Readiness and High School Success through access to college credit during high school, the Oversight Committee for High School Based College Credit Partnerships is convened as a recommendation body to HECC staff, and providing support and guidance for universities and community colleges as they develop high school based college credit partnerships. Membership of the Oversight Committee includes both administrators, faculty and staff from the following education sectors:

- Community Colleges
- Public Universities
- K-12 High Schools
- K-12 Education Service Districts
- Private Independent Postsecondary Institutions

Oversight Committee membership is published on the HECC website: <https://www.oregon.gov/highered/policy-collaboration/Documents/High-School-College/Oversight%20Committee%20Roster%202018-2019.pdf>

Guiding Principles Established by the Oversight Committee

Educational Equity and Credits with a Purpose are two principles that guide the work of ensuring that High School Based College Credit Partnerships (HSBCCP) are connected to the broader work of education in Oregon. These principles provide an important context for building and supporting partnership programs as we seek to improve the educational experience and outcomes of our students.

Educational Equity – College courses in high school are designed to expose students to challenging and engaging content that promotes education and training beyond high school. High school based college credit partnerships have proven to be an effective strategy to engage students who otherwise would not consider college or other professional training beyond high school. When these students participate in college courses while in high school, they gain entry to postsecondary education with the help of their high school teachers, counselors, and peers. Currently, there are disparities in access to and outcomes for accelerated college credit, such as high school graduation, postsecondary matriculation and completion for students of color and those experiencing poverty. Participation in accelerated college credit during high school does not mirror high school student demographics and is concentrated in non-rural communities. Within each student racial/ethnic group students experiencing poverty are less likely to participate in accelerated college credit courses while in high school (Pierson, A., Hodara, M., & Luke, J, 2017) .

Programs focused on equity outcomes can reduce disparities in access and success. Partnership programs are expected to collaborate with state agencies, educational counterparts, and to use disaggregated data and evidence of student success to guide program improvements with the purpose of changing and improving equity outcomes.

Credits With a Purpose – All college credit transcribed to high school students is accompanied by the best

² Oregon’s 40-40-20 Educational Goal Definition: <https://www.oregon.gov/highered/about/Pages/state-goals.aspx>

possible advising structures, information for parents and students, and tools for building a post high school educational plan. As students build a college portfolio related to their educational goals, they will receive information about federal financial aid, pathways into various majors and career pathways. Programs must be designed to provide transparency around the award of credit, and credits must allow students the flexibility to be mobile in their education beyond high school.

Implementation of the Guiding Principles

In support of the Committee's two guiding principles and the state Education Equity Lens³, attention to educational equity has been embedded in the self-study and review process. Each partnership will provide a reflection and supporting evidence of how their high school based programming addresses educational equity and credits with a purpose. Applicants will use these critical questions in reference to their programs during the self-study. Improvements may include, but are not limited to, advising and other student and family supports, recruitment, and school, college or university policy.

Evaluate your high school based college credit partnership using an equity lens by inserting the name of your program into the blank, and brainstorming a brief yet full answer to each of the questions.

PURPOSE: What are we trying to achieve with ____? How would it reduce disparities and advance equity and inclusion? Are there better ways to do this?

INEQUITIES: Would ____ affect different groups differently? If so, in what ways? If we don't know, how could we find out?

ROOT CAUSES: Why would ____ affect some groups unequally? What could ____ do to address these root causes?

SUSTAINABILITY: Is ____ realistic and adequately funded? Does it have what it needs to be successful?

Use the cover page (Appendix I) to signal to reviewers which section of the self-study will contain the evidence on guiding principles. You may reference examples of the equity reflections from previous cohorts in the SharePoint Library folder. A new infographic from REL NW is available at the following web address: <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/accelerated-learning.pdf>

³ Oregon Education Equity Lens:

<https://www.oregon.gov/highered/about/Documents/Commission/COMMISSION/2017/08-August-9-10/4.0d%20Equity%20Lens-reformat.pdf>

SELF-STUDY AND PEER REVIEW PROCESS

The Oregon approval process provides for a programmatic self-study to demonstrate continuing assurance that the Oregon Standards are being met every six years. Oregon's process has been designed to provide transparency around alignment between campus and high school educational offerings. All high school based credits must align with one of the three models for which HECC has adopted standards and all offerings must be included in the self-study and subsequent report. The institutional self-study must include all Lower Division Collegiate and Career and Technical Education offerings for which college credit is awarded to high school students.

The peer reviewers will evaluate whether a program has practices, policy and procedures that document alignment with Oregon's standards. Coordinated by HECC Staff, applications will be examined by teams of reviewers who are representative of accelerated learning programs around the state. The reviewers will provide recommendations to a review team lead. The review team lead will synthesize review team feedback and make a recommendation to the Oversight Committee. HECC staff will coordinate communication with the applicants, including feedback from the Oversight Committee for High School Based College Credit Partnerships and letters of approval and renewal issued by the Executive Director of the Higher Education Coordinating Commission.

The self-study and peer review of high school based college credit partnerships includes an overall summary narrative of each standard category (Curriculum, Faculty, Students, Assessment, etc.) and a presentation of evidence for each standard with the option to include a brief text explaining the relationship of the evidence provided to the standard.) Refer to the table in Appendix III of this Guide (p. 19) for the file tree that can be used as a check list to prepare for the final self-study submission.

In summary, a self-study and annual reports are generated by each institution covering all of their high school based college credit offerings. The submission process will be online, as will be the peer review. The peer reviewers will document feedback for each institution and HECC staff will coordinate between the applicants, the online system, reviewers, and agency leadership.

The Higher Education Coordinating Commission (HECC) will provide results to each institution upon completion of the peer review. Self-studies for peer review of partnerships are required from public colleges and universities as of May 2018. The materials are submitted to HECC staff through a designated online platform (SharePoint). Note: Programs that are NACEP accredited are considered to have met the Oregon Standards and are exempt from this process. The NACEP letter of accreditation in these cases is submitted in place of the self-study. If institutions offer other models of high school based credit beyond programs that are NACEP accredited they shall submit a self-study for those other models.

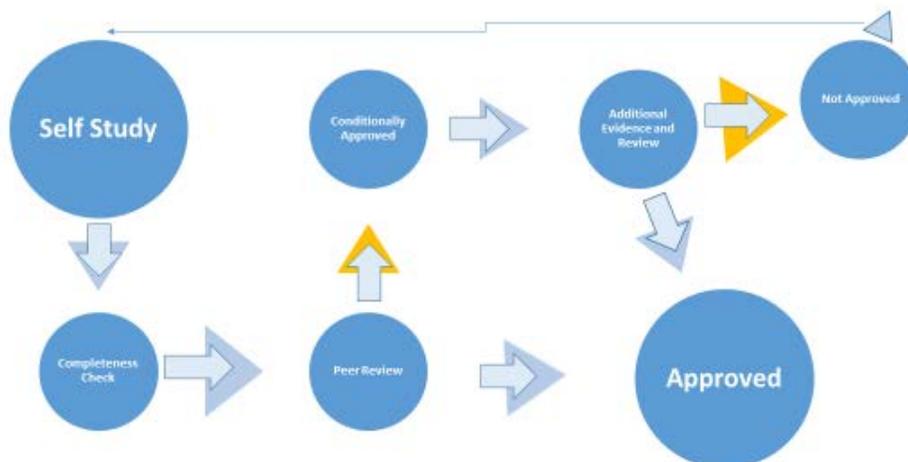
Application Instructions

Information in this guide is intended to serve as a tool to help institutions prepare for the online submission. Institutions will follow the steps below:

Self Study

1. Participate in an fall application overview workshop hosted by HECC and ODE staff for your cohort (Cohorts are listed in the chart on page 12)
2. Complete the application cover-sheet with institution and contact information (see Appendix I).
3. Complete partnership summary narrative with a general overview of your programs for current context to the peer review team.
4. Apply the equity lens by selecting a category (student or program improvement) to examine using the equity lens and state your selection on the cover page
5. Prepare a narrative for each category and evidence (documentation/examples) for each of the standards and upload the following information to the online review platform:
 - a) For each category (i.e. Curriculum, Faculty, Students, Assessment), provide a brief narrative describing how your partnership(s) ensure alignment between the college and the high school.
 - b) For each standard (i.e. C1, A2, S3) u provide evidence and an optional brief description for each artifact (evidence document) about how it demonstrates alignment with the standards. Clearly state how the documents are accessed by students, faculty, partners, and staff. Documents must be provided within the electronic file structure and naming conventions provided (See Appendix III). If you have alternative evidence that is different from that which is recommended, please submit it for consideration by the peer review committee. As needed, an additional explanation narrative can be uploaded for each standard, under each category, within each model. Narratives clarify to the reviewers how your evidence documents relate to the standard.
6. Complete and gather signatures for the Assurances page (see Appendix II).
7. Submit completed application to HECC using the online platform for file sharing.

The following flow chart provides a visual summary of the self study and peer review process.



Timeline: Process mapping for peer review of high school based college credit partnerships

Preparation: State staff will convene members of Cohort 3 in August 2019 to distribute guidebooks, introduce members to each other and answer questions. Additional Cohort 3 meetings and trainings will be provided as needed throughout the 2019-2020 school year.

1 Self Study

- Partnerships complete the self-study by **May 1, 2020** if their high school based programming fits the definitions of partnerships per OAR 715.017.0005 or provide proof of NACEP accreditation.
- Submission of self-studies are based on a calendar that includes all public institutions divided into 3 cohort groups.
- *Failure to submit a self-study by the due date would lead to a partnership being considered out of compliance.*

2 Completeness Check

- State staff conduct completeness check to ensure that a) Evidence has been submitted for each standard and b) Narrative has been submitted for each category.
- Additional narrative and evidence is provided as necessary by partnership, evidence must relate to each of the standards. Where suggested/required evidence is not available, the partnership may submit their own narrative and evidence as to how the partnership is meeting the intent of the standard.
- *Failure to provide requested evidence to ensure self study is complete and ready for peer review would lead to a partnership being considered out of compliance.*

3 Peer Review

- Self-studies are peer reviewed by a team of reviewers who assess the evidence provided against the standards using a rubric.
- Feedback to the partnership under review is synthesized by a review team lead.
- Review team lead makes a recommendation to approve or conditionally approve the partnership for the specific models of high school based college credit partnership for which it was reviewed.

4 Approval/Conditional Approval

- Oversight Committee considers, discusses and votes on the recommendation of the review team lead.
- Staff compile the outcomes of the peer review and vote, then issue notification of approval or conditional approval to partnerships.
- Partnerships may appeal (in writing) the decision of the Oversight Committee.

5 Conditional Approvals

- Conditional Approvals are handled on a case-by-case bases, and a timeline (3-12months) is established for each conditionally approved partnership to submit additional evidence only in the areas that have been identified to not meet the standard(s).

- State staff conduct completeness check to ensure that a) Evidence has been submitted for each conditionally approved area and b) Narrative has been updated for each conditionally approved category.
- *Failure to submit the requested evidence on conditional approval on the established timeline would lead to a partnership being considered out of compliance.*
- Additional evidence is reviewed by (preferably) the same review team, and the review team lead makes a subsequent recommendation to the Oversight Committee.
- Oversight Committee considers, discusses and votes on the recommendation of the review team lead.
- Staff compile the outcomes of the peer review and vote, then issue notification of approval or non-approval to partnerships.
- Partnerships may appeal (in writing) the decision of the Oversight Committee.

6 Appeal

- Written appeals from partnerships are addressed to state staff and outline the reason for the appeal; appeals may include additional evidence documents that show how a partnership meets the standards.
- Appeals are handled on a case-by-case basis by staff in consultation with the Oversight Committee, and a timeline is established for each appeal process to arrive at a resolution (1-3 months to submit appeal & any additional evidence, 1-3 additional months for resolution of appeal).
- During appeal process, a partnership is not considered out of compliance.

7 Reinstatement

- When and if a partnership fails to gain approval or conditional approval, it is considered out of compliance.
- A partnership that is out of compliance may become compliant/approved by preparing and submitting a full self-study for peer review. The review would then take place in the next year.
- Partnerships that are not in compliance with the state standards for high school based college credit partnerships will not receive state higher education dollars for the enrollments in those programs for the period that the partnership is not in compliance.
- The HECC and the State Board of Education will publicize the results of the peer reviews annually with a list of approved, conditionally approved, and non-approved programs.

Calendar of Institutional Approvals for High School Based College Credit Partnerships

Institution Name	Partnership Models	Approval Status and Date	Next Review
Blue Mountain Community College	Dual Credit	Approved, 2013*	2021
Central Oregon Community College	Dual Credit, Sponsored Dual Credit	Approved, 2018	2024
Chemeketa Community College	Dual Credit	Approved, 2019	2025
Clackamas Community College	Dual Credit, Sponsored Dual Credit	Approved, 2019	2025
Clatsop Community College	Dual Credit	Approved, 2013*	2020
Columbia Gorge Community College	Dual Credit	Approved, 2013*	2020
Eastern Oregon University	Sponsored Dual Credit	Approved, 2018	2024
Klamath Community College	Dual Credit	Approved, 2013*	2020
Lane Community College	Dual Credit, Sponsored Dual Credit	Approved, 2018	2024
Linn-Benton Community College	Sponsored Dual Credit	Approved, 2018	2024
Mt. Hood Community College	Dual Credit	Approved, 2013*	2020
Oregon Institute of Technology	Dual Credit, Sponsored Dual Credit	Approved, 2019	2025
Oregon State University	-	N/A	2021
Oregon Coast Community College	Dual Credit	Prov. Approved, 2015*	2021
Portland Community College	Dual Credit	Approved, 2011*	2020
Portland State University	Dual Credit, Sponsored Dual Credit	Approved, 2018	2024
Rogue Community College	Dual Credit	Conditionally Approved, 2019	2020
Southern Oregon University	Dual Credit	Approved, 2019	2025
Southwestern Oregon Community College	Dual Credit, Sponsored Dual Credit	Conditionally Approved, 2019	2020
Tillamook Bay Community College	Sponsored Dual Credit	Approved, 2019	2025
Treasure Valley Community College	Dual Credit	Approved, 2016*	2020
Umpqua Community College	Dual Credit, Sponsored Dual Credit	Approved, 2019	2025
University of Oregon	-	N/A	2021
Warner Pacific University	Dual Credit	N/A	2021
Western Oregon University	Assessment Based Learning	Approved, 2018	2024

* Indicates partnership approved by the Dual Credit Oversight Committee (2010-2016)

State Staff Contact Information

<i>For questions about this self-study and peer review process, please contact state staff</i>				
NAME	TITLE	ORGANIZATION	SECTOR	EMAIL
Erin Weeks-Earp	Alignment and Articulation Policy Specialist	HECC, Public University Coordination	Public University	erin.weeks-earp@state.or.us
Eric Juenemann	Career Connected Learning Specialist	HECC, Community Colleges and Workforce Development	Community College	eric.juenemann@state.or.us
Pandie Anderson	Personalized and Accelerated Learning Specialist	Department of Education	K-12	pandie.anderson@state.or.us
Lillian White	High School Success Specialist	Department of Education	K-12	lillian.white@state.or.us

OAR 715-017-0005 <https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=254468>

ORS 340.310 https://www.oregonlegislature.gov/bills_laws/ors/ors340.html

340.310 Statewide standards for dual credit programs; report.

(1) The Higher Education Coordinating Commission shall develop statewide standards for dual credit programs to be implemented by public high schools, community colleges and public universities listed in ORS 352.002. The standards must establish the manner by which:

- (a) A student in any grade from 9 through 12 may, upon completion of a course, earn course credit both for high school and for a community college or public university; and
- (b) Teachers of courses that are part of a dual credit program will work together to determine the quality of the program and to ensure the alignment of the content, objectives and outcomes of individual courses.

(2) Each public high school, community college and public university that provides a dual credit program must implement the statewide standards developed under subsection (1) of this section.

(3) Each school district, community college and public university that provides a dual credit program shall submit an annual report to the Higher Education Coordinating Commission on the academic performance of students enrolled in a dual credit program. The Higher Education Coordinating Commission shall establish the required contents of the report, which must provide sufficient information to allow the commission to determine the quality of the dual credit program.

[2011 c.639 §2; 2012 c.104 §10; 2013 c.768 §134; 2014 c.23 §1]

Appendix I: COVER PAGE TEMPLATE

Self-Study of High School Based College Credit Partnerships

Applicant: *Insert Institution Name Here*

[Insert institution logo here]

Applicant contact information

Name: _____ Email: _____

Phone Number: _____ Title: _____

Application Overview for Peer Review Team

Please check the model(s) you are submitting for review:

- Dual Credit
- Sponsored Dual Credit
- Assessment Based Learning Credit (ABL)

Equity Lens: Selected Category of Standards

- Student
- Program Improvement
- All

High School Based College Credit Partnerships Summary

Please insert a brief overview of your program(s) in order to provide context to the peer reviewers. Please limit this narrative to 300-500 words. Content to consider in your narrative may include: brief history and purpose of your program(s), main goals, unique aspects of partnership(s), local context of program(s), and known outcomes. Please include how long each program model has been offered (dates), geographic service area, the number of schools participating, the number of teachers approved for the model (if Dual Credit or Sponsored Dual Credit), and list of program partners.

Equity Reflection Summary

Each partnership will provide a reflection and supporting evidence of how their high school based programming addresses educational equity and credits with a purpose. Applicants will use these critical questions in reference to their programs during the self-study. Improvements may include, but are not limited to, advising and other student and family supports, recruitment, and school, college or university policy.

Appendix II: Assurances

The High School Based College Credit Partnership self-study provides for signature by the Chief Academic Officer, President, or Provost. This person assures that the following requirements are met:

- The program described in the application has been approved by the college/university,
- State and federal laws and the Oregon Standards have been met, and
- The self-study is complete and ready to be reviewed by peer reviewers.

College Authority Signature

(Applications must be signed by the chief academic officer, president, or provost)

I, (college/university CAO or President or Provost) have reviewed this application and supporting documents and attest to the accuracy, clarity, and completeness. The college/university will comply with the following assurances:

1. **Oversight.** The college/university will provide curriculum and assessment guidance through a formal agreement with high school partners.
2. **Access.** The high school is responsible to provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
3. **Continuous improvement.** The college/university has assessment, evaluation, feedback, and continuous improvement processes or systems in place. There are opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders.
4. **Program records maintenance & congruence.** The college/university acknowledges that the records concerning the program title, curriculum, credit hours, and other identifying and descriptive information will remain consistent with the program renewal status that is approved.
5. **Sustainability.** The college/university has processes/resources committed to ensure ongoing support of the program.

Our staff has worked with HECC staff in the development of the program and completion of this application. The accelerated learning program(s) described in this application:

- Has been approved by the appropriate institutional board;
- Complies with all local campus procedures; and
- Is considered ready to be reviewed and to meet HECC standards for accelerated learning programs in Oregon.

It is understood that HECC staff may request documentation or evidence if additional information is needed.

Signature _____

Date _____

Name _____

Title _____

Appendix III: File Structure for Submission of Narratives and Evidence

Category and standard area	Dual Credit	Sponsored Dual Credit	Assessment Based Learning Credit
Curriculum	○ Narrative about curriculum alignment		
College Courses	<ul style="list-style-type: none"> ○ DC-C1 Evidence Document(s) ○ Optional DC-C1 explanation (approx. 50 words) 	<ul style="list-style-type: none"> ○ SDC-C1 Evidence Document(s) ○ Optional SDC-C1 explanation (approx. 50 words) 	<ul style="list-style-type: none"> ○ ABL-R2 Evidence Document(s) ○ Optional ABL-R2 explanation (approx. 50 words)
Transcripted Credits	<ul style="list-style-type: none"> ○ DC-C2 Evidence Document(s) ○ Optional DC-C2 explanation (approx. 50 words) 	<ul style="list-style-type: none"> ○ SDC-C2 Evidence Document(s) ○ Optional SDC-C2 explanation (approx. 50 words) 	<ul style="list-style-type: none"> ○ ABL-TR1 and TR2 Evidence Documents ○ Optional ABL-TR1 explanation (approx. 50 words) ○ Optional ABL-TR2 explanation (approx. 50 words)
Department Philosophy	<ul style="list-style-type: none"> ○ DC-C3 Evidence Document(s) ○ Optional DC-C3 explanation (approx. 50 words) 	<ul style="list-style-type: none"> ○ SDC-C3 Evidence Document(s) ○ Optional SDC-C3 explanation (approx. 50 words) 	n/a
Learning Outcomes & Assessments	n/a	<ul style="list-style-type: none"> ○ SDC-C4 Evidence Document(s) ○ Optional SDC-C4 explanation (approx. 50 words) ○ SDC-C5 Evidence Document(s) ○ Optional SDC-C5 explanation (approx. 50 words) 	<ul style="list-style-type: none"> ○ ABL-R1 Evidence Document(s) ○ Optional ABL-R1 explanation (approx. 50 words)
Faculty	○ Narrative about faculty qualifications		
Qualifications	<ul style="list-style-type: none"> ○ DC-F1 Evidence Document(s) ○ Optional DC-F1 explanation (approx. 50 words) 	<ul style="list-style-type: none"> ○ SDC-F1 Evidence Documents ○ Optional SDC-F1 explanation (approx. 50 words) 	n/a
Orientation	<ul style="list-style-type: none"> ○ DC-F2 Evidence Document(s) 	<ul style="list-style-type: none"> ○ SDC-F2 Evidence Document(s) 	<ul style="list-style-type: none"> ○ ABL-R3 Evidence Document(s) ○ Optional ABL-R3 explanation (approx. 50 words)

	<input type="radio"/> Optional DC-F2 explanation (approx. 50 words)	<input type="radio"/> Optional SDC-F2 explanation (approx. 50 words)	
Collegial Interaction	<input type="radio"/> DC-F3 Evidence Document(s) <input type="radio"/> Optional DC-F3 explanation (approx. 50 words)	<input type="radio"/> SDC-F3 Evidence Document(s) <input type="radio"/> Optional SDC-F3 explanation (approx. 50 words)	n/a
Non-Compliance	<input type="radio"/> DC-F4 Evidence Document(s) <input type="radio"/> Optional DC-F4 explanation (approx. 50 words)	<input type="radio"/> SDC-F4 Evidence Document(s) <input type="radio"/> Optional SDC-F4 explanation (approx. 50 words)	<input type="radio"/> ABL-R1 Evidence Document(s) <input type="radio"/> Optional ABL-R1 explanation (approx. 50 words)
Aggregate Capacity & Qualifications	n/a	<input type="radio"/> SDC-F5 Evidence Document(s) <input type="radio"/> Optional SDC-F5 explanation (approx. 50 words)	n/a
Feedback Loop	n/a	<input type="radio"/> SDC-F6 Evidence Document(s) <input type="radio"/> Optional SDC-F6 explanation (approx. 50 words)	n/a
Resources	n/a	<input type="radio"/> SDC-F7 Evidence Document(s) <input type="radio"/> Optional SDC-F7 explanation (approx. 50 words)	n/a
Student	<input type="radio"/> Narrative about student supports		
Enrollment	<input type="radio"/> DC-S1 Evidence Document(s) <input type="radio"/> Optional DC-S1 explanation (approx. 50 words)	<input type="radio"/> SDC-S1 Evidence Document(s) <input type="radio"/> Optional SDC-S1 explanation (approx. 50 words)	n/a
Pre-Requisites	<input type="radio"/> DC-S2 Evidence Document(s) <input type="radio"/> Optional DC-S2 explanation (approx. 50 words)	<input type="radio"/> SDC-S2 Evidence Document(s) <input type="radio"/> Optional SDC-S2 explanation (approx. 50 words)	n/a
Student Rights and Responsibilities	<input type="radio"/> DC-S3 Evidence Document(s)	<input type="radio"/> SDC-S3 Evidence Document(s)	<input type="radio"/> ABL-R4 Evidence Document(s)

	<input type="radio"/> Optional DC-S3 explanation (approx. 50 words)	<input type="radio"/> Optional SDC-S3 explanation (approx. 50 words)	<input type="radio"/> Optional ABL-R4 explanation (approx. 50 words)
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Assessment	<input type="radio"/> Narrative about alignment of assessments		
Alignment of Assessment	<input type="radio"/> DC-A1 Evidence Document(s) <input type="radio"/> Optional DC-A1 explanation (approx. 50 words)	<input type="radio"/> SDC-A1 Evidence Document(s) <input type="radio"/> Optional SDC-A1 explanation (approx. 50 words)	<input type="radio"/> ABL-A1 Evidence Document(s) <input type="radio"/> Optional ABL-A1 explanation (approx. 50 words)
Faculty Involvement in Assessment	n/a	n/a	<input type="radio"/> ABL-A2 Evidence Document(s) <input type="radio"/> Optional ABL-A2 explanation (approx. 50 words)
Transcription & Transfer	<input type="radio"/> Narrative about transcription and transfer		
Transcripts	n/a	n/a	<input type="radio"/> ABL-TR1 Evidence Document(s) <input type="radio"/> Optional ABL-TR1 explanation (approx. 50 words)
Student Records	n/a	n/a	<input type="radio"/> ABL-TR2 Evidence Document(s) <input type="radio"/> Optional ABL-TR2 explanation (approx. 50 words)
Information & Transparency of Transfer	n/a	n/a	<input type="radio"/> ABL-TR3 and TR4 Evidence Document(s) <input type="radio"/> Optional ABL-TR3 explanation (approx. 50 words) <input type="radio"/> Optional ABL-TR4 explanation (approx. 50 words)
Program Improvement	<input type="radio"/> Narrative about program improvement		
Continuous Improvement	<input type="radio"/> DC-PI Evidence Document(s) <input type="radio"/> Optional DC-PI explanation (approx. 50 words)	<input type="radio"/> SDC-PI Evidence Document(s) <input type="radio"/> Optional SDC-PI explanation (approx. 50 words)	<input type="radio"/> Optional Evidence Document(s) <input type="radio"/> Optional explanation (approx. 50 words)

Appendix IV: Dual Credit (DC) Standards Guide

Standard	Descriptor	Evidence required/ What reviewers look for
<p>CURRICULUM: <i>Describe how your Dual Credit program engages your partner high schools to ensure that college or university courses taught at the high schools meet all of the college or university curriculum expectations in the standards below.</i></p>		
<p>Curriculum 1 (DC-C1)</p> <p>College Courses</p>	<p>College or university courses administered through a Dual Credit Program are cataloged 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.</p>	<p>Dual credit course offerings are listed in college catalog.</p> <ul style="list-style-type: none"> ● List of articulated courses: including course number and title, and credits ● Link to college or university catalog
<p>Curriculum 2 (DC-C2)</p> <p>Transcripted Credits</p>	<p>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.</p>	<p>Dual credit students receive a college or university transcript.</p> <ul style="list-style-type: none"> ● Statement in the student guide on how to get the transcript. List page number and/or give link to the specific page in the student guide
<p>Curriculum 3 (DC-C3)</p> <p>Department Philosophy</p>	<p>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.</p>	<p>Alignment among pedagogical approaches:</p> <ul style="list-style-type: none"> ● 3 sets of paired syllabi in different subject areas from high school and college or university faculty demonstrating alignment ● Statement of how college or university builds curriculum alignment between high school and college or university

Standard	Descriptor	Evidence Required/ What reviewers look for
<p>FACULTY: Describe the process your Dual Credit program uses to approve high school teachers for Dual Credit and to facilitate ongoing collegial interaction between approved high school teachers and the colleges or university's faculty and administration.</p>		
<p>Faculty 1 (DC-F1)</p> <p>Qualifications</p>	<p>Instructors teaching college or university courses through Dual Credit meet the academic requirements for faculty and instructors teaching in the college or university.</p>	<p>Alignment of faculty and high school instructor qualifications.</p> <ul style="list-style-type: none"> ● Document (with link) outlining specific instructor requirements, how Dual Credit teachers qualify, and who reviews and approves new teachers
<p>Faculty 2 (DC-F2)</p> <p>Orientation</p>	<p>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.</p>	<p>Required orientations or trainings for new Dual Credit teachers.</p> <ul style="list-style-type: none"> ● Agenda(s) for trainings and/or ● Meeting notes and/or ● Administrative requirements
<p>Faculty 3 (DC-F3)</p> <p>Collegial Interaction</p>	<p>Instructors teaching Dual Credit sections are part of a continuing collegial interaction through professional development, access to essential academic resources, seminars, site visits, and ongoing communication with the college's or university's faculty and Dual Credit administrators. This interaction must occur before teaching the course and at least annually and address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.</p>	<p>Ongoing collegial interaction in the field of study between college or university faculty and dual credit teachers.</p> <ul style="list-style-type: none"> ● Agenda(s) for trainings and/or ● Meeting notes and/or ● Other records
<p>Faculty 4 (DC-F4)</p> <p>Non-Compliance</p>	<p>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).</p>	<p>Plan for addressing faculty and/or dual credit teacher's noncompliance with program policy.</p> <ul style="list-style-type: none"> ● Copy of the published policy and expectations. If in a manual, give page number along with link; Provide a description of how this policy is shared

Standard	Descriptor	Evidence Required/ What reviewers look for
<p>STUDENT: <i>Describe how you communicate with students to ensure they understand the rights and responsibilities of being a college student, including the importance of registering for the college or university course, what it means to build a permanent college transcript, and how the college credits effect their long-term educational and career goals.</i></p>		
<p>Student 1 (DC-S1)</p> <p>Enrollment</p>	<p>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.</p>	<p>Enrollment process is aligned between college or university and dual credit courses.</p> <ul style="list-style-type: none"> ● Letter or statement from registrar documenting how high school students register in the college or university course, or registration instructions for students ● Published Add/Drop/Withdrawal dates for dual credit course reflecting alignment to the college course registration dates ● Comprehensive costs to students must be transparent
<p>Student 2 (DC-S2)</p> <p>Pre-Requisites</p>	<p>Colleges or universities outline specific course requirements and prerequisites for students.</p>	<p>Pre-requisites for courses are transparent.</p> <ul style="list-style-type: none"> ● Course Syllabus, program manual, and/or student guide ●
<p>Student 3 (DC-S3)</p> <p>Student Rights and Responsibilities</p>	<p>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 and credits with a purpose.</p>	<p>Published students' rights and responsibilities.</p> <ul style="list-style-type: none"> ● Student guide ● Course Syllabus ● Information on the transfer of credit including how students order transcripts and how to transfer credits from one institution to another with a goal to help students understand how college credit works ● College or university contact person

Standard	Descriptor	Evidence Required/What reviewers look for
ASSESSMENT: Describe how your Dual Credit program ensures that students are assessed comparably to their college or university counterparts.		
Assessment 1 (DC-A1) Alignment of Assessment	The college/university ensures Dual Credit Program students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.	Documents demonstrating alignment of assessment <ul style="list-style-type: none"> • Paired student assessment tools from on-campus and high school sections – 3 examples from different disciplines for side-by-side comparisons (such as final exam, lab exercise, essay, assignment, or grading rubric) and/or • A statement of equivalency written by faculty liaisons from 3 different subject areas that follows the NACEP Statement of Equivalency Guidelines and/or • 3 sets of paired syllabi in different subject areas from high school and college or university courses demonstrating alignment of assessment

Appendix V: Sponsored Dual Credit (SDC) Standards Guide

Standard	Descriptor	Evidence Required/ What reviewers look for
<p>CURRICULUM: <i>Describe how your Sponsored Dual Credit program engages with your partner high schools to ensure that college or university courses taught at the high schools meet all of the college or university curriculum expectations in the standards below.</i></p>		
<p>Curriculum 1 (SDC-C1)</p> <p>College Courses</p>	<p>College or university courses administered through a Sponsored Dual Credit Program are cataloged 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 and student learning outcomes.</p>	<p>Dual credit course offerings are listed in college catalog.</p> <ul style="list-style-type: none"> ● List of articulated courses: including course number and title, and credits ● Link to college or university catalog
<p>Curriculum 2 (SDC-C2)</p> <p>Transcribed Credits</p>	<p>College or university courses administered through a Sponsored Dual Credit Program are administered in a manner that is consistent with like courses at the sponsoring college or university and recorded similarly on the official academic record for the sponsoring college or university.</p>	<p>Dual credit students receive a college or university transcript.</p> <ul style="list-style-type: none"> ● Statement in the student guide on how to get the transcript ● List page number and/or give link to the specific page in the student guide
<p>Curriculum 3 (SDC-C3)</p> <p>Department Philosophy</p>	<p>College or university courses administered through a Sponsored Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college or university department/program where the credit will be awarded.</p>	<p>Alignment among pedagogical approaches:</p> <ul style="list-style-type: none"> ● 3 sets of paired syllabi in different subject areas from high school and college or university faculty demonstrating alignment ● Statement of how college or university builds curriculum alignment between high school and college or university

Standard	Descriptor	Evidence Required /What reviewers look for
<p>Curriculum 4 (SDC-C4)</p> <p>Alignment of Learning Outcomes</p>	<p>(Specific to SDC) The syllabi for college or university courses administered through a Sponsored Dual Credit program are consistent with the syllabi from the sponsoring college or university and include clearly defined learning outcomes and student expectations. Syllabi are reviewed and approved by the academic faculty in the partnership from the sponsoring college or university department/program where the credit will be awarded.</p>	<p>Alignment of learning outcomes and student expectations with faculty approved syllabi:</p> <ul style="list-style-type: none"> ● 3 sets of paired syllabi in different subject areas from high school and college or university faculty demonstrating alignment of learning outcomes and student expectations. ● Evidence of review and approval process
<p>Curriculum 5 (SDC-C5)</p> <p>Alignment of Curriculum and Assessment</p>	<p>(Specific to SDC) Credits for college or university courses administered through a Sponsored Dual Credit Program are awarded based on documented student achievement consistent with the student learning outcomes and course content.</p>	<p>Alignment of assessment with course curriculum.</p> <ul style="list-style-type: none"> ● Sample assessment(s) showing evidence that students demonstrate the learning outcomes of the college or university course

Standard	Descriptor	Evidence Required /What reviewers look for
<p>FACULTY: Describe the process your Sponsored Dual Credit program uses to approve high school teachers for Sponsored Dual Credit and to facilitate ongoing collegial interaction between approved high school teachers and the college's or university's faculty and administration.</p>		
<p>Faculty 1 (SDC-F1)</p> <p>Qualifications</p>	<p>High school teachers teaching college or university courses as part of a Sponsored Dual Credit Program are approved and authorized by the sponsoring college or university in accordance with corresponding institutional policies, procedures and practices.</p>	<p>Alignment of faculty and high school instructor qualifications.</p> <ul style="list-style-type: none"> ● Document (with link) outlining specific instructor requirements, how Sponsored Dual Credit teachers qualify, and who reviews and approves new teachers and participates in the faculty selection process at the high school level ● Sponsoring college provides guidelines for co-teaching as is applicable in the partnership. Note: Co-teaching is not a requirement for SDC, but an option.
<p>Faculty 2 (SDC-F2)</p> <p>Orientation</p>	<p>The sponsoring college or university provides high school teachers in Sponsored Dual Credit Programs with training and orientation in course curriculum, assessment criteria, course philosophy, and Sponsored Dual Credit administrative requirements before they begin to teach the college or university courses.</p>	<p>Sponsoring college or university provides required orientations or trainings for new Sponsored Dual Credit teachers.</p> <ul style="list-style-type: none"> ● Agenda(s) for trainings and/or ● Meeting notes and/or ● Other records
<p>Faculty 3 (SDC-F3)</p> <p>Collegial Interaction</p>	<p>The sponsoring college or university has a well-documented process for regular, ongoing, and substantive interaction between high school teachers and college or university faculty in Sponsored Dual Credit Programs to address student learning outcomes, course content, delivery, and assessment to maintain consistency across course sections offered by the college or university. This interaction occurs at least once a quarter/semester.*</p>	<p>Ongoing collegial interaction in the field of study between college or university faculty and Sponsored Dual Credit teachers.</p> <ul style="list-style-type: none"> ● Agenda(s) for trainings and/or ● Meeting notes and/or ● Other records

Standard	Descriptor	Evidence Required /What reviewers look for
Faculty 4 (SDC-F4) Non-Compliance	Sponsored Dual Credit Program policies at each sponsoring college or university address teacher non-compliance with the college’s or university’s expectations for courses offered through Sponsored Dual Credit Programs (for example, non-participation in Sponsored Dual Credit Program training and/or activities). Such policies clearly define the impact of non-compliance, including the effect on awarding college or university credit.	Process for addressing faculty and or Sponsored Dual Credit teacher noncompliance with program policies. <ul style="list-style-type: none"> ● Copy of the published policy and expectations; if in a manual, give page number along with link ● provide a description of how this policy is shared
Faculty 5 (SDC-F5) Aggregate Capacity & Qualifications	Teaching partnerships within Sponsored Dual Credit Programs demonstrate that the aggregate of the teaching roles within the partnership provides appropriate expertise in the content or professional area, and performs the duties, responsibilities and functions of traditional faculty, based upon clearly stated criteria, qualifications, and procedures. Sponsoring faculty members have clearly defined authority and responsibility and exercise a major role in the design, approval, and implementation of the teaching partnerships.	Partnership that outlines responsibilities of the high school teacher and the role of sponsoring faculty. <ul style="list-style-type: none"> ● Description of the roles and responsibilities of the Sponsored Dual Credit high school teachers ● Description of the roles and responsibilities of sponsoring faculty; demonstrate the major role of sponsoring faculty ● Written criteria, qualifications, and procedures for teaching partners (May be present in F1)
Faculty 6 (SDC-F6) Feedback Loop	High school teachers teaching college or university classes as part of a Sponsored Dual Credit Program receive feedback for continuous improvement to ensure that student learning outcomes, course content, and assessment are consistent with the sponsoring college’s or university's course, as determined by institutional policies, procedures and practices.	Comparable methods of instructor feedback and opportunities for professional learning and growth. <ul style="list-style-type: none"> ● Institutional process to provide feedback to the Sponsored Dual Credit high school teacher ● Examples of professional learning and growth: for example collaboratively looking at student work, redacted observation notes

<p>Faculty 7 (SDC-F7)</p> <p>Resources</p>	<p>High school teachers teaching college or university courses in a Sponsored Dual Credit Program have access to essential academic resources comparable to those used in other sections of the same courses offered by the sponsoring college or university as deemed appropriate by faculty in the department/program where credit will be awarded.</p>	<p>Comparable access for high school teachers to essential academic resources.</p> <ul style="list-style-type: none"> ● Examples of resources provided for all Sponsored Dual Credit courses. (This may include library, lab, learning management system...) ● A Sponsored Dual credit agreement, course syllabi, or SDC manual. Cite page number
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*College or university faculty partners may determine that more interactions are appropriate, based on the high school teacher’s level of expertise, teaching experience, and experience working in Sponsored Dual Credit Programs. However, in all cases, the interaction must occur at least once a quarter/semester.

Standard	Descriptor	Evidence Required /What reviewers look for
<p>STUDENTS: Describe how you communicate with students to ensure they understand the rights and responsibilities of being a college student, including the importance of registering for the college or university course, what it means to build a permanent college transcript, and how the college credits affect their long-term educational and career goals.</p>		
<p>Students 1 (SDC-S1)</p> <p>Enrollment</p>	<p>The sponsoring college or university officially registers or admits Sponsored 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 Sponsored Dual Credit Program on official sponsoring college or university transcripts. Registration, grading, and transcription procedures and timelines are reasonably consistent with those for other students taking the same courses from the sponsoring college or university.</p>	<p>Enrollment process is aligned between college or university and dual credit courses.</p> <ul style="list-style-type: none"> ● Document how a student registers in the college or university course ● Add/Drop/Withdrawal dates for dual credit and demonstrates alignment to the college course registration dates ● How comprehensive costs are communicated to students; must be transparent.
<p>Students 2 (SDC-S2)</p> <p>Prerequisites</p>	<p>The sponsoring college or university outlines specific course requirements and prerequisites for students in Sponsored Dual Credit Programs.</p>	<p>Documents demonstrating communication of specific course requirements and prerequisites for students.</p> <ul style="list-style-type: none"> ● Course syllabus, program manual, and/or student guide
<p>Students 3 (SDC-S3)</p> <p>Student Rights and Responsibilities</p>	<p>High school students in Sponsored Dual Credit Programs are provided with a student guide that outlines students’ rights and responsibilities and provides guidelines for the transfer of credit and credits with a purpose.</p>	<p>Published students’ rights and responsibilities.</p> <ul style="list-style-type: none"> ● Student guide ● Course syllabus ● Information on the transfer of credit including how students order transcripts and how to transfer credits from one institution to another with a goal to help students understand how college credit works

Standard	Descriptor	Evidence Required / What reviewers look for
IMPROVEMENT: <i>Describe how your Sponsored Dual Credit program administers and uses end-of-term student course evaluations for program improvement.</i>		
Continuous Improvement (SDC-CI) Continuous Improvement	The sponsoring college or university conducts an end-of-term student course evaluation for courses offered through a Sponsored 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.	Continuous Program Improvement <ul style="list-style-type: none"> ● Evaluation form (a blank one) ● Report of feedback ● Brief narrative of how your program is using course evaluation data to improve the program

Appendix VI: Assessment Based Learning (ABL) Standards Guide

Standard	Descriptor	Evidence Required /What reviewers look for
<p>REQUISITES: Describe how your Assessment Based Learning Credit policies, procedures, and processes are communicated and implemented.</p>		
<p>Requisites 1 (ABL-R1)</p> <p>Institutional Policy</p>	<p>The college or university has policies and procedures for awarding Assessment-based Learning credit. The policies and procedures are transparent to participating students, teachers, faculty, and staff.</p>	<p>Process for awarding and transcribing Assessment Based Learning credit.</p> <ul style="list-style-type: none"> ● Copy of college or university policies and procedures about Assessment Based Learning. ● Demonstrates where/how that policy is shared ● Examples can be found in student guide, faculty guide; website with specific links or page numbers
<p>Requisites 2 (ABL-R2)</p> <p>College Courses</p>	<p>Academic credit is awarded and transcribed only for cataloged courses formally approved through the college or university’s regular course approval process. Credit must be directly applicable to meet requirements for general education, a certificate, a degree or electives as outlined in college publications.</p>	<p>Assessment Based Learning credit course offerings are listed in college or university catalog.</p> <ul style="list-style-type: none"> ● List of articulated courses: including course number, title, and number of credits ● Link to current college or university catalog of courses
<p>Requisites 3 (ABL-R3)</p> <p>Orientation</p>	<p>The college or university has a documented process for providing high school teachers in Assessment-based Learning credit programs with ongoing orientation and training in the college’s or university’s course learning outcomes and assessment criteria and expectations, and suggested strategies for curriculum and pedagogy.</p>	<p>Required orientations or trainings for new Assessment Based Learning Credit teachers.</p> <ul style="list-style-type: none"> ● Agenda(s) for trainings and/or ● Meeting notes and/or ● Other records

Standard	Descriptor	Evidence Required /What reviewers look for
Requisites 4 (ABL-R4) Student Rights and Responsibilities	<p>The college's or university's Assessment-based Learning credit policies and expectations are clearly communicated to high school students, teachers, faculty, staff and stakeholders. This information includes: high school and college/university contact information; available Assessment-based Learning credit opportunities and assessment requirements; tuition and fee structure; cost to the student associated with award or non-award of credit; impact on financial aid; and the applicability and transferability of credits.</p>	<p>Published students' rights and responsibilities and information about the transfer of credit.</p> <ul style="list-style-type: none"> ● Student guide (or link) ● Information for the transfer of credit. ● How comprehensive costs are communicated to students; must be transparent.

Standard	Descriptor	Evidence Required /What reviewers look for
ASSESSMENT: Describe how your ABL program assessment practices ensure alignment between college course outcomes, student learning, and awarded credit.		
Assessment 1 (ABL-A1)	The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.	Required Evidence: 1. A Statement of Equivalency written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate. 2. Paired student assessment tools from on-campus and concurrent enrollment sections – one paired example from each discipline for side-by-side comparisons (such as final exam, lab exercise, essay assignment, or grading rubric).
Assessment 2 (ABL-A2) Faculty Involvement in Assessment	College or university faculty conduct a process for assessment of student learning and collection of the required evidence for awarding credit. Through the Assessment-based Learning credit partnership, high school students have the opportunity to demonstrate attainment of the college or university's course-specific learning outcomes associated with the credit to be awarded.	Faculty involvement in the assessments. ● Narrative description of how faculty oversee the assessment process

Standard	Descriptor	Evidence Required /What reviewers look for
TRANSCRIPTION & TRANSFERABILITY: Describe the process your Assessment Based Learning Credit program uses to award and transcript credit, provide documentation to support credits awarded and student learning outcomes attained, and ensure compliance with all applicable policies and standards.		
Transcription & Transferability (ABL-TR1) Transcripts	All Assessment-based Learning credit that is awarded by the college or university must be transcribed to comply with applicable state and federal regulations and accreditation policies and standards. Notations on the transcript should identify Assessment-Based Learning credits.	Notation on the transcript. <ul style="list-style-type: none"> ● Example college or university transcript or model of expected transcript indicating notation
Transcription & Transferability (ABL-TR2) Student Records	Documentation used to support credits awarded will be maintained as part of the student’s official institutional academic record to ensure compliance with standards set forth by the American Association of Collegiate Registrars and Admissions Officers, Northwest Commission on Colleges and University, and state administrative rules.	Registrar procedures to handle ABL student records. <ul style="list-style-type: none"> ● Narrative describing the policy and process for retaining evidence for awarding credit in official academic record
Transcription & Transferability (ABL-TR3) Information for Transfer of ABL	Colleges and universities that award Assessment-based Learning credit will document the student learning outcomes and assessment strategies used to award credit for courses eligible for Assessment-based Learning credit. This information will be provided, upon request, to the student who earned the credit or receiving institution to encourage transferability of credits earned.	Process for requesting course information for transfer beyond transcript. <ul style="list-style-type: none"> ● Narrative describing the process the college or university follows to share college syllabus, student learning outcomes and assessments with other institutions
Transcription & Transferability (ABL-TR4) Transparency around Transfer	Each receiving institution shall determine the transferability of Assessment-based Learning credit granted from other institutions in accordance with institutional policies and accreditation standards.	Clear information around transfer for students, families, and partners. <ul style="list-style-type: none"> ● Information for students that credit transferability is up to the receiving institution ● Link to information in student guide

Appendix VII: Rubrics for Reviewers

High school based college credit partnership – Dual Credit

Category	Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
<p>Curriculum</p> <p><i>Does the Dual Credit program engage partner high schools to ensure that college or university courses taught at the high schools meet all of the college or university curriculum expectations?</i></p>	<p>Courses offered in the high school match the courses in the college or university catalog, and reflect a broad array of subjects, focusing on the most transferable courses/credits (C1). Students receive a college or university transcript and timely advising about how to use it (C2). Courses at high school and college have aligned pedagogical approaches (C3) that are explicit and described in evidence material.</p>	<p>Courses offered in the high school match the courses in the college or university catalog (C1). Students receive a college or university transcript (C2). Courses at high school and college have aligned pedagogical approaches (C3).</p>	<p>Courses offered in the high school do not match courses in the college or university catalog (C1). Students do not receive a college or university transcript (C2). Pedagogical approaches are not aligned (C3).</p>
<p>Faculty</p> <p><i>Is there a clear process to approve high school teachers for Dual Credit? Are there processes to facilitate ongoing collegial interaction between approved high school teachers and the colleges or university's faculty and administration?</i></p>	<p>The process for qualifying teaching faculty is the same for on campus and high school instructors (F1). There is a clear policy for addressing non-compliance of instructors in the partnership (F4).</p> <p>There is a full and in depth initial orientation (F2) and robust ongoing collegial interaction (F3) between high school teachers and college or university faculty to ensure alignment of course content, delivery, assessment, and evaluation. Best practices such as professional learning communities are</p>	<p>The process for qualifying teaching faculty is the same for college and high school-based instructors (F1). There is a policy for addressing non-compliance of instructors in the partnership (F4).</p> <p>There is initial orientation (F2) and ongoing collegial interaction (F4) between high school teachers and college or university faculty to ensure alignment of course content, delivery, assessment, and evaluation.</p>	<p>The process for qualifying teaching faculty is not the same for college and high school-based instructors, and the differences are not explained. There is no policy about non-compliance for instructors (F4).</p> <p>There is no evidence provided about initial orientation (F2) or ongoing collegial interaction (F3) between high school and college or university faculty.</p>

	set up and functioning sustainably.		
<p>Student</p> <p><i>The rights and responsibilities of being a college student, including the importance of registering for the college or university course, costs, what it means to build a permanent college transcript, and how the college credits affect their long-term educational and career goals are clearly communicated to students.</i></p>	<p>There is intentional and timely advising and communication to students and families about college credit (S1), pre-requisites, add/drop/withdraw dates, and costs (S2), and student rights and responsibilities (S3). The dates are comparable with college or university timeframes for the paired course. There is evidence of integrated learning experiences around college and career readiness that promote student progression and successful transition to career and/or education beyond high school.</p>	<p>There is intentional and timely advising and communication to students about college credit (S1), pre-requisites and add/drop/withdraw dates and costs (S2), and student rights and responsibilities (S3). The add/drop dates are reasonably consistent with college or university timeframes for the paired course.</p>	<p>There is some communication to students about the logistics of taking college courses in high school (S1). The information is not in a format that students respond to, not early enough to help them make informed decisions (S2), or understand fully and build on their career and educational goals. Students are not informed of their college specific rights and responsibilities (S3). The dates are not comparable with college or university timeframes for the paired course.</p>
<p>Assessment</p> <p><i>Dual Credit program ensures that students are assessed comparably to their college or university counterparts.</i></p>	<p>There is strong evidence of comparable achievement, grading, and methods (A1). The program facilitates and shows evidence of high school and college or university faculty communication and collaboration about assessments.</p>	<p>There is evidence of comparable achievement, grading, and methods (A1). The assessment methods, grading, and standards of achievement in the high school and college/university course are as similar to each other as sections of the same course on campus are to each other.</p>	<p>The evidence provided shows some comparable features of assessment but not in all of the required components: achievement, grading, and methods (A1). There are fewer than 3 examples from different disciplines provided in the evidence documents. The assessment methods, grading, and standards of achievement in the high school and college/university course are different from each other, and they are more different than sections of the same course on campus.</p>

<p>Continuous Improvement</p> <p><i>Dual Credit program administers and uses end of term student course evaluations for program improvement.</i></p>	<p>In addition to an end of course evaluation completed by students there are other surveys of students, families, teachers, and partners about teaching, learning, and transitional supports provided by the program. Results are built into a continuous improvement cycle with multiple avenues for stakeholder input (CI1) with high response rates far above 12%.</p>	<p>There is an end of course evaluation completed by students, and the program uses the data collected to improve over time (CI1). Evidence includes blank evaluation form and summary of the results for a given year or other stated time period. Response rate is at least 12%.</p>	<p>There is no end of course evaluation or the response rate on the evaluation administered is less than 12%. Results are not reviewed by program staff or faculty for continuous improvement over time. Evidence of the evaluation, response rate, or use of results is missing (CI1).</p>
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High school based college credit partnership – Sponsored Dual Credit

Category	Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
<p>Curriculum</p> <p><i>Does the Sponsored Dual Credit program engage partner high schools to ensure that college or university courses taught at the high schools meet all of the college or university curriculum expectations?</i></p>	<p>Courses offered in the high school match the courses in the college or university catalog and reflect a broad array of subjects, focusing on the most transferable courses/credits (C1). Students receive a college or university transcript and timely advising about how to use it (C2). Courses at high school and college have aligned pedagogical approaches (C3) that are explicit and described in the material. Evidence includes syllabi and clear process to approve courses/syllabi, and clear learning outcomes (C4), and documented student achievement on course content (C5).</p>	<p>Courses offered in the high school match the courses in the college or university catalog (C1). Students receive a college or university transcript (C2). Courses at high school and college have aligned pedagogical approaches (C3). Evidence includes syllabi and a process to approve courses/syllabi, and learning outcomes (C4), and documented student achievement on course content (C5).</p>	<p>Courses offered in the high school do not match courses in the college or university catalog (C1). Students do not receive a college or university transcript (C2). Pedagogical approaches are not aligned (C3). Evidence does not include syllabi, or syllabi do not include clear learning outcomes and the processes used to approve them (C4). There is no curricular process described or evidenced about student achievement consistent with course content (C5).</p>
<p>Faculty</p> <p><i>Is there a clear process to approve high school teachers for Sponsored Dual Credit? Are there processes to facilitate ongoing collegial interaction between approved high school teachers and the colleges or university's faculty and administration?</i></p>	<p>The process for qualifying sponsored teachers is clear and widely available to high school instructors. There is a clear policy for addressing non-compliance of instructors in the partnership and pathways to partnership for instructors that do not initially qualify.</p> <p>There is a full and in depth initial orientation and robust ongoing</p>	<p>The process for qualifying sponsored teachers is clear and available to high school-based instructors (F1). There is a policy for addressing non-compliance of faculty and high school based instructors in the partnership (F4).</p> <p>There is initial orientation (F2) and ongoing collegial interaction (F3) between high school teachers and</p>	<p>There are unexplained differences between the qualifications for campus and the high school instructors. There is no policy about non-compliance for instructors (F4).</p> <p>There is no evidence provided about initial orientation (F2) and/or ongoing collegial interaction between high school and college or university faculty (F3).</p>

	collegial interaction between high school teachers and college or university faculty to ensure alignment of course content, delivery, assessment, and evaluation. Best practices such as professional learning communities are set up and functioning sustainably. The aggregate capacity of the sponsored faculty partnership is well documented and is equivalent or greater to the capacity of the campus course (F5) and there is evidence of a feedback loop between faculty and high school instructors (F6) that shows continuous improvement.	college or university faculty to ensure alignment of courses content, delivery, assessment, and evaluation. The aggregate capacity of the sponsored faculty partnership is documented and comparable to the campus course (F5) and there is evidence of a feedback loop between faculty and high school instructors (F6).	Information/data about aggregate teaching partnership is incomplete or not provided (F5). No evidence of feedback, or evidence shows the feedback is not leading to continuous improvement (F6).
Student <i>The rights and responsibilities of being a college student, including the importance of registering for the college or university course, costs, what it means to build a permanent college transcript, and how the college credits affect students' long-term educational and career goals are clearly communicated.</i>	There is intentional and timely advising and communication to students and families about college credit (S1), pre-requisites, add/drop/withdraw dates, and costs (S2), and student rights and responsibilities (S3). The dates are comparable with college or university timeframes for the paired course. There is evidence of integrated learning experiences around college and career readiness that promote student progression and successful transition to career and/or education beyond high school.	There is intentional and timely advising and communication to students about college credit (S1), pre-requisites and add/drop/withdraw dates and costs (S2), and student rights and responsibilities (S3). The add/drop dates are reasonably consistent with college or university timeframes for the paired course.	There is some communication to students about the logistics of taking college courses in high school (S1). The information is not in a format that students respond to, not early enough to help them make informed decisions (S2), or understand fully and build on their career and educational goals. Students are not informed of their college specific rights and responsibilities (S3). The dates are not comparable with college or university timeframes for the paired course.
Assessment <i>Sponsored Dual Credit program ensures that students are</i>	There is strong evidence of comparable achievement, grading, and methods (A1). The program facilitates and shows evidence of high school and	There is evidence of comparable achievement, grading, and methods (A1). The assessment methods, grading, and standards of achievement	The evidence provided shows some comparable features of assessment but not in all of the required components: achievement, grading,

<p><i>assessed comparably to their college or university counterparts.</i></p>	<p>college or university faculty communication and collaboration about assessments.</p>	<p>in the high school and college/university course are as similar to each other as sections of the same course on campus are to each other.</p>	<p>and methods (A1). There are fewer than 3 examples from different disciplines provided in the evidence documents. The assessment methods, grading, and standards of achievement in the high school and college/university course are different from each other, and they are more different than sections of the same course on campus.</p>
<p>Continuous Improvement</p> <p><i>Describe how the Sponsored Dual Credit program administers and uses end of term student course evaluations for program improvement.</i></p>	<p>In addition to an end of course evaluation completed by students there are other surveys of students, families, teachers, and partners about teaching, learning, and transitional supports provided by the program. Results are integrated into a continuous improvement cycle with multiple avenues for stakeholder input (C11) with high response rates above 12%.</p>	<p>There is an end of course evaluation completed by students, and the program uses the data collected to improve over time (C11). Evidence includes blank evaluation form and summary of the results for a given year or other stated time period. Response rate is at least 12%.</p>	<p>There is no end of course evaluation or the response rate on the evaluation administered is less than 12%. Results are not reviewed by program staff or faculty for continuous improvement over time. Evidence of the evaluation, response rate, or use of results is missing (C11).</p>

High school based college credit partnership – Assessment Based Learning Credit

Category	Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
<p>General evaluation of evidence</p> <p><i>Is there alignment between the college or university catalog and the high school based offering.</i></p>	<p>Evidence submitted aligns very well with narrative statement and demonstrates model best practices in the specific categories of the standards. Evidence documents are provided for each of the standards.</p>	<p>Evidence submitted aligns with narrative statement and demonstrates adherence to the specific category of the standards. Evidence documents are provided for each of the standards.</p>	<p>Evidence submitted does not align with narrative statement. One or more standards are missing evidence documents.</p>
<p>Requisites</p> <p><i>The college or university has policies, procedures, and processes for awarding Assessment Based Learning credit that are implemented and are transparent to students, teachers, faculty, and staff.</i></p>	<p>Evidence includes both the board approved public facing policy and detailed memorandum of understanding including roles and responsibilities of the various sector partners. The partnership includes faculty responsibilities around curriculum, orientation, non-compliance, and student rights and responsibilities. Evidence shows that the policies, procedures, and processes described in the policy and memorandum are implemented.</p>	<p>The evidence includes the higher education partner'(s) policy that is public facing or otherwise may be easily accessed by stakeholders. There is evidence that the policies, procedures and processes described in the policy are implemented. The partnership includes faculty responsibilities around curriculum, orientation, non-compliance, and student rights and responsibilities.</p>	<p>The evidence does not include institutional policy and/or the policy is not readily accessible to stakeholders. There is little to no evidence that the procedures and processes referenced in the narrative are implemented.</p>

<p>Assessment <i>Assessment practices are designed by college or university faculty and ensure alignment of college course outcomes, student learning, and awarded credit.</i></p>	<p>Evidence shows that there is robust and meaningful collaboration between high school teachers and college or university faculty around design and delivery of assessments. It is obvious that the high school course provides comparable standards of achievement, grading practices, and assessment methods.</p>	<p>There are processes set up to ensure faculty involvement in the assessment and evidence shows comparable standards of achievement, grading practices, and assessment methods. Generally there is evidence of common course outcomes and alignment of student learning and awarded credit.</p>	<p>There is little to now evidence of faculty involvement in the design of assessments, the evidence does not show comparable standards of achievement, grading practices, or assessment methods. There is little to no evidence of alignment of college course outcomes, student learning, and awarded credit.</p>
<p>Transcription & Transfer <i>College or university has a process to award and transcript credit including maintenance of student records, handling of requests for course information, and communication to students about transferring higher education credits</i></p>	<p>There is a clear and consistent process for award and transcription of college or university credit. Student records are maintained and there is a clear and consistent process to share course outline information with transfer institutions. There is clear and consistent communication to students and families about transfer of credit it higher education.</p>	<p>There is a process to award and transcript college or university credit to high school students that is consistently implemented with student record keeping and course database that allows program admin to reply to requests for course outlines. There is information provided to students about the transfer of credit in higher education.</p>	<p>There is little or no information about the process of credit award and maintenance of student records. There is little to no or false information for students and transfer institutions about courses and how the courses transfer among colleges and universities.</p>