

# Oregon Dual Credit Program Renewal Application

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# **PART 1: GENERAL OVERVIEW OF PROGRAM APPROVAL**

## **The Dual Credit Oversight Committee and Guiding Principles**

The Dual Credit Oversight Committee implements the program application and certification process for Oregon's dual credit programs to align with the Oregon Dual Credit Standards. The Oregon standards are based upon the National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation standards. The committee is made up of administrators, faculty, and program coordinators from Oregon's high schools, community colleges, and public universities/colleges (Appendix B). The committee is guided by the following principles:

### **Oregon's dual credit programs:**

- Focus on transitioning college-ready students into a postsecondary education program by providing college credit that is intentional, programmatically coherent, and fits individual needs of the students
- Assist Oregon's high schools, community colleges, and public universities/colleges in meeting the postsecondary attainment goals of the state (40-40-20)
- Have potential to build broader curriculum alignment from high schools through community colleges and Oregon universities
- Are sustainable and add value to the campus
- Provide opportunities to create smooth transitions for students in accelerated learning options to a post-secondary institution
- Provide an authentic college-level experience as a result of clearly implemented standards
- Build upon other accelerated college credit options or Carl Perkins initiatives and use data gathered at the local and statewide level to assess delivery and improvement

### **Specifically, the program renewal process:**

- Builds feedback for continuous improvement
- Is evidence-based (uses data)
- Is intended to be a process that does not create undue burden and is not cumbersome or expensive
- Should result in consistent messages about dual credit to all stakeholders (students, parents/guardians, teachers, counselors, administrators, policymakers, business, media, etc.)
- Promotes improved communication between all stakeholders
- Helps to ensure alignment, consistency and quality in curriculum, outcomes and grading in courses offered

<b>CCWD/ODE Staffing</b>			
<b>Title</b>	<b>Name</b>	<b>Telephone Number</b>	<b>E-mail address</b>
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ODE Education Specialist- Dual Credit	Reynold Gardner	(503) 947-5615	<a href="mailto:reynold.gardner@state.or.us">reynold.gardner@state.or.us</a>

### **QUICK REFERENCE OF KEY STEPS TO PROGRAM RENEWAL AND RELATED TIMELINES**

The Higher Education Coordinating Commission (HECC), Oregon Department of Education (ODE), and Oregon Department of Community Colleges and Workforce Development (CCWD) will provide results to local programs upon completion of the program evaluation.

Adjustments to the Program Renewal Process will be made on an as-needed basis for colleges or universities who did not receive initial Dual Credit Program approval in 2010-2014.

#### **Program Submission for Approval and Renewal Timeline**

Starting in 2015, applications for approval of program renewal will be submitted by colleges to be considered by the Oregon Dual Credit Oversight Committee. Programs are expected to be reviewed and reapproved within five years of their initial approval (see Appendix). CCWD provides staffing for the oversight committee for both community college and university applications.

#### **Beginning 2015**

- May 1: Program renewal application due
- May-July: Staff review, prescreen and preparations for Oregon Dual Credit Oversight Committee review
- August: Oregon Dual Credit Oversight Committee meets to review and provide recommendations for resubmission or forwarding of program to HECC for review
- August 30: Programs will be notified of the committee's recommendations.
- September: Following the notification of programs, the committee's recommendations for approval will be carried forward to the Higher education Coordinating Commission's Student Success and Institutional Collaboration Subcommittee.

Dual Credit Program Renewal Applications should be addressed to:

Lisa Reynolds  
Community College Education and Workforce Specialist  
Oregon Department of Community Colleges and Workforce Development  
255 Capitol Street NE, 3<sup>rd</sup> Floor  
Salem, OR 97310  
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(503) 947-2427  
(503) 378-3365 Fax

## **KEY ELEMENTS**

### **The Program Renewal Application**

The Program Renewal Application provides the content for review and approval to the Department of Community Colleges and Workforce Development specialist to be submitted to the Oregon Dual Credit Oversight Committee. The Program Renewal application provides a concise and comprehensive overview of how the program meets the approval standards and includes samples of evidence.

### **Program Summary**

The program summary is a brief overview of the program, e.g., the size, scope and quality; a succinct introduction to the program and its components.

### **Program Standards**

The Oregon Dual Credit Program Standards were developed in collaboration with community college representatives, university representatives, and secondary school representatives with Oregon Department of Education and Department of Community Colleges and Workforce Development staff. The current standards were revised in 2014 and adopted by the Higher Education Coordinating Commission in XXX to help assure the establishment of a quality program. The standards provide broad expectations for program design, implementation, management and continuous improvement. The Oregon Dual Credit Standards were informed and are heavily influenced by the national norms set by the National Alliance of Concurrent Enrollment Partnerships. The standards are also aligned with Oregon Administrative Rule 589-007-0200 (Appendix C).

### **Required Elements**

Essential to the success of a Dual Credit program are both documentation of policies and procedures as well as a commitment to activities that support the professional development of stakeholders in the Dual Credit program. The combination of Documentation/Evidence and Program Highlight responses provides the information necessary to create an overview of the Dual Credit program. After initial staff review, the information is presented to the Dual Credit Oversight Committee to affirm that the Dual Credit program standards have been met and recommend Program Renewal Approval to the Higher Education Coordinating Commission. Materials should be submitted or linked electronically.

Documentation/Evidence elements include:

- Dual credit program manual, guidebook, handbook, etc.
- Dual credit program student handbook, guidebook, etc.
- At least three examples of course outline, course description, and course syllabus pairs

(including both secondary and post-secondary documents to demonstrate comparability of the course). The examples must be drawn from different departments within the college/university; if the institution's Dual Credit program includes lower division collegiate and Career Technical Education courses, both should be represented.

- At least three examples of materials from general program orientation and faculty to faculty meetings/discipline specific training, within the past academic year (e.g. agendas, presentation slides or handouts, worksheets, notes, etc.)
- Examples of communications about the Dual Credit program or course sent to students, families, and high school staff.
- Additional documents generated, collected, or used by the program for accountability purposes (e.g. student surveys, course and program evaluations, evidence of student achievement of learning outcomes, etc.)

### **Guiding Questions**

Questions have been provided to assist in interpreting the meaning and implications of the standards and elements. These are the kinds of inquiries the Dual Credit Oversight Committee will investigate during program approval review.

### **Program Highlights**

Program Highlights are concise, bulleted statements which describe the program in relation to the standards, elements and questions. The CCWD staff can provide guidance in determining the information that best describes the program. These statements will become the essential descriptive content of the program application.

### **Assurances and Signatures**

The chief academic officer assures that all state and federal requirements have been met and that the program is expected to meet the HECC approval standards for quality.

## **Program Summary**

Name of college/university:

Name of Program:

Program coordinator and contact information:

Summary narrative of program (including program fact sheet with courses, enrollment, # students, # of schools, etc.):

## **Program application**

Please complete the following information for program renewal approval. The boxes will expand. Information added to the Program Highlights boxes should be provided as brief statements pointing to key information in supporting documents. This information may also point to promising practices. A bulleted list is preferred.

The Guiding Questions are intended to be used as a framework for submissions. They are provided so that applicants may see the criteria by which the Dual Credit Oversight Committee will analyze submissions. Be sure to provide evidence to affirm the information outlined.

DRAFT

<b>Curriculum 1 (C1)</b>	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 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.
<b>Required Elements</b>	<ul style="list-style-type: none"> <li>• <b>Dual Credit Program Manual</b> - hyperlink to/ page number of <ul style="list-style-type: none"> <li>a. Page number of the manual which contains detailed instructions on articulated course approval procedures.</li> <li>b. Page number of the detailed sample course description.</li> <li>c. Page number of the explicit expectations concerning procedures relating to textbooks, curriculum alignment, course outcomes, etc.</li> </ul> </li> <li>• <b>Course catalog</b> - hyperlink to online catalog</li> <li>• Comprehensive list of all <b>courses offered through the Dual Credit Program</b>, identified by course prefix and number, title. List should include descriptions that are publicly available from the college or university.</li> </ul>
<b>Guiding Questions</b>	<p>Please identify the page number and/or provide direct reference to the relevant evidence respective to each guiding question.</p> <ol style="list-style-type: none"> <li>1. Are the courses cataloged? Does the comprehensive list of courses include required elements?</li> <li>2. Does the program manual contain detailed instructions on articulated course approval procedures?</li> <li>3. Does the program manual include a detailed sample course description?</li> <li>4. Are procedures for textbook, curriculum alignment, course outcomes, etc. explicit in the program manual?</li> </ol>
<b>Program Highlights</b>	Summary narrative of the program highlights for C1:
<b>Curriculum 2 (C2)</b>	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.
<b>Required Elements</b>	<ul style="list-style-type: none"> <li>• <b>Program Manual:</b> Hyperlink to/ page number of transcript policies, including specifications on student access to transcripts.</li> <li>• <b>Student Handbook:</b> Hyperlink to/ page number of transcript policies, including specific guidance on accessing transcripts.</li> <li>• <b>Sample communication</b> to students/families</li> </ul>

<p><b>Guiding Questions</b></p>	<p>Please identify the page number and/or provide direct reference to the relevant evidence respective to each guiding question.</p> <ol style="list-style-type: none"> <li>1. Are courses transcribed?</li> <li>2. Do students receive a transcript or have access to view transcript online?</li> <li>3. Are transcript policies identified in a student handbook?</li> <li>4. Are transcript policies explained to students/families? Are they made aware of the college grading policies and the possibility of “D” or “F” on their college transcript?</li> </ol>
<p><b>Program Highlights</b></p>	<p>Summary narrative of program highlights for C2:</p>
<p><b>Curriculum 3 (C3)</b></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><b>Required Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>Documentation of training / orientation</b> provided to the high school teachers as they strive to meet the college/university pedagogical, theoretical and philosophical orientation. Could include presentation slides or handouts, worksheets, agendas, notes, etc.</li> <li>• At least <b>three examples of matching course syllabi</b> (3 each from secondary and postsecondary and must be from different departments within your college/university)</li> <li>• Instructions for course submission and approval process (hyperlink/page # in the <b>Program Manual</b>).</li> </ul>
<p><b>Guiding Questions</b></p>	<p>Please identify the page number and/or provide direct reference to the relevant evidence respective to each guiding question.</p> <ol style="list-style-type: none"> <li>1. Are course policies, recommendations, etc. outlined in the program manual?</li> <li>2. Are course and learning outcomes clear for faculty?</li> <li>3. Are syllabi clear and concise? Are they in college’s accepted format (including student responsibilities, grade requirements, assessment criteria, etc.)? Are examples included in the program manual?</li> </ol>
<p><b>Program Highlights</b></p>	<p>Summary narrative of program highlights for C3:</p>
<p><b>Faculty 1 (F1)</b></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><b>Required Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>Program Manual:</b> Institution’s approval standards and procedures for instructors.</li> <li>• <b>Sample Communications</b> with instructors.</li> </ul>
<p><b>Guiding Questions</b></p>	<p>Please identify the page number and/or provide direct reference to the relevant evidence respective to each guiding question.</p> <ol style="list-style-type: none"> <li>1. Are approval standards and procedures for instructors clearly stated in Program Manual?</li> <li>2. Are instructors formally notified of approval status?</li> <li>3. Is there a provisional approval process? If so, what is it? Are all approval policies consistent with OAR 589-007-0200? <u>Please describe any significant changes in the past five years.</u></li> </ol>
<p><b>Program Highlights</b></p>	<p>Summary narrative of program highlights for F1:</p>
<p><b>Faculty 2 (F2)</b></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><b>Required Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>Documentation of training / orientation</b> that is provided to the high school teachers as they strive to meet the College or university pedagogical, theoretical and philosophical orientation. Could include presentation slides or handouts, worksheets, agendas, calendars, attendance rosters, notes, etc. for orientation training and articulation meetings.</li> </ul>
<p><b>Guiding Questions</b></p>	<p>Please identify the page number and/or provide direct reference to the relevant evidence respective to each guiding question.</p> <ol style="list-style-type: none"> <li>1. Does program manual clearly include details about faculty orientation and expectations?</li> <li>2. Are orientation, training, articulation meetings, etc. regularly scheduled between secondary and post-secondary faculty?</li> <li>3. <u>Please describe any significant changes in the past five years.</u></li> </ol>
<p><b>Program Highlights</b></p>	<p>Summary narrative of program highlights for F2:</p>
<p><b>Faculty (F3)</b></p>	<p>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</p>

	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.
<b>Required Elements</b>	<ul style="list-style-type: none"> <li>• <b>Documentation of training / orientation</b> that is provided to the high school teachers as they strive to meet the College or university pedagogical, theoretical and philosophical <b>orientation from at least three different disciplinary areas.</b> Could include presentation slides or handouts, worksheets, agendas, calendars, attendance rosters, notes, etc. which exemplify professional development practices.</li> </ul>
<b>Guiding Questions</b>	<p>Please identify the page number and/or provide direct reference to the relevant evidence respective to each guiding question.</p> <ol style="list-style-type: none"> <li>1. Are articulation meetings regularly scheduled?</li> <li>2. Do secondary instructors have access to postsecondary colleagues on an “as needed” basis?</li> <li>3. Do postsecondary faculty members conduct site visits to secondary programs?</li> <li>4. Is further professional development (seminars, workshops, etc.) available to ensure educational alignment, in addition to collegial meetings (if so, please describe)?</li> <li>5. <u>Please describe any significant changes in the past five years.</u></li> </ol>
<b>Program Highlights</b>	Summary narrative of program highlights for F3:
<b>Faculty 4 (F4)</b>	Dual Credit Program policies address instructor non-compliance with the college/university’s expectations for courses offered through the Dual Credit Program (for example, non-participation in Dual Credit Program training and/or activities).
<b>Required Elements</b>	<ul style="list-style-type: none"> <li>• <b>Program Manual:</b> Includes expectations for instructor participation.</li> <li>• <b>Sample Communications</b> which address instructor non-compliance.</li> </ul>
<b>Guiding Questions</b>	<p>Please identify the page number and/or provide direct reference to the relevant evidence respective to each guiding question.</p> <ol style="list-style-type: none"> <li>1. Upon approval, is the Dual Credit instructor aware of program participation requirements?</li> <li>2. What is the dismissal process?</li> <li>3. What is the dismissal process time frame?</li> <li>4. Are students and families informed of the potential impact of instructor non-compliance?</li> </ol>
<b>Program Highlights</b>	Summary narrative of program highlights for F4:

<b>Students 1 (S1)</b>	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.
<b>Required Elements</b>	<ul style="list-style-type: none"> <li>• <b>Student Handbook:</b> Where and how do students and parents/guardians get information concerning student enrollment status?</li> <li>• <b>Sample enrollment communications</b> with students and parents/guardians.</li> </ul>
<b>Guiding Questions</b>	<p>Please identify the page number and/or provide direct reference to the relevant evidence respective to each guiding question.</p> <ol style="list-style-type: none"> <li>1. Is the status of a dual credit student clearly detailed in a student handbook (including grading, registration, important dates, etc.)?</li> <li>2. Do students and parents/guardian receive information about the institution beyond a handbook (e.g. a letter confirming completion, etc.)?</li> <li>3. Are students issued an identification number which allows them to access campus services? If not, why not?</li> <li>4. Are samples of all appropriate forms available in the student handbook?</li> </ol>
<b>Program Highlights</b>	Summary narrative of program highlights for S1:
<b>Students 2 (S2)</b>	Colleges or universities outline specific course requirements and prerequisites for students.
<b>Required Elements</b>	<ul style="list-style-type: none"> <li>• <b>Student Handbook:</b> Where do students and parents/guardian get information concerning expectations of students to meet college course requirements?</li> <li>• <b>Program Manual:</b> Course policies and procedures for dropping, withdrawal and incomplete grades identified.</li> <li>• <b>Sample communications</b> with students and parents/guardian.</li> <li>• <b>Placement assessments and/or placement process</b> for students in Dual Credit courses.</li> </ul>
<b>Guiding Questions</b>	<p>Please identify the page number and/or provide direct reference to the relevant evidence respective to each guiding question.</p> <ol style="list-style-type: none"> <li>1. Are prerequisites and course requirements clearly detailed in a student handbook?</li> <li>2. Are expectations and procedures for student placement testing consistent and clearly stated in the student handbook (where applicable)?</li> <li>3. Are the policies and procedures for dropping, withdrawal and incomplete grades clearly stated?</li> </ol>

<b>Program Highlights</b>	Summary narrative of program highlights for S2:
<b>Students 3 (S3)</b>	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.
<b>Required Elements</b>	<ul style="list-style-type: none"> <li>• <b>Student Handbook:</b> Student rights and responsibilities?</li> <li>• <b>Program Manual:</b> Student rights and responsibilities?</li> <li>• <b>Sample communications</b> with students and parents/guardian.</li> <li>• <b>Transcribing and requests process</b> for students in Dual Credit courses.</li> <li>• <b>Special needs accommodations</b></li> <li>• <b>Program availability to underserved students</b></li> </ul>
<b>Guiding Questions</b>	<p>Please identify the page number and/or provide direct reference to the relevant evidence respective to each guiding question.</p> <ol style="list-style-type: none"> <li>1. How is the student handbook provided? (by mail, online, etc)</li> <li>2. Are there procedures for students and parents/guardian with limited resources/access to participate in the program included in student handbook?</li> <li>3. Are responsibilities clearly delineated for providing academic adjustments (accommodations) for HS students with special needs?</li> <li>4. What practices or methods does your program use to provide opportunities for participation to students from underserved populations?</li> </ol>
<b>Program Highlights</b>	Summary narrative of program highlights for S3:
<b>Assessment 1 (A1)</b>	Dual credit students are held to comparable standards of achievement as those expected of students in on-campus sections.
<b>Required Elements</b>	<ul style="list-style-type: none"> <li>• <b>Student Handbook and Program Manual:</b> Expectations for course enrollment, attendance, grading, assessment and completion.</li> <li>• <b>Documentation of discipline-specific orientation, training and ongoing curriculum and collegial interactions</b> provided to the high school teachers to reinforce comparable quality and rigor. Could include presentation slides or handouts, worksheets, agendas, calendars, attendance rosters, notes, etc.</li> <li>• <b>Sample communications</b> to student and parent/guardian concerning grading and course standards achievement.</li> <li>• <b>Matching course syllabi</b> to document grading policies.</li> </ul>

<p><b>Guiding Questions</b></p>	<p>Please identify the page number and/or provide direct reference to the relevant evidence respective to each guiding question.</p> <ol style="list-style-type: none"> <li>1. Are student enrollment and performance expectations (learning outcomes, etc.) clear on syllabi?</li> <li>2. Are grading standards and the appeals process clear and available to students and parents/guardian?</li> <li>3. How is alignment of standards an element of regular discussion between faculties at participating institutions?</li> </ol>
<p><b>Program Highlights</b></p>	<p>Summary narrative of program highlights for A1:</p>
<p><b>Assessment 2 (A2)</b></p>	<p>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.</p>
<p><b>Required Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>Student Handbook and Program Manual:</b> Expectations for course grading standards.</li> <li>• <b>Documentation of training / orientation</b> that is provided to the high school teachers to reinforce aligned grading and assessment. Could include presentation slides or handouts, worksheets, agendas, notes, etc.</li> <li>• <b>Faculty site-visit documentation</b> such as evaluation forms, notes, etc.</li> </ul>
<p><b>Guiding Questions</b></p>	<p>Please identify the page number and/or provide direct reference to the relevant evidence respective to each guiding question.</p> <ol style="list-style-type: none"> <li>1. Are courses regularly reviewed (and modified if necessary) by the respective faculties at participating institutions?</li> <li>2. Is course review consistent with procedures pertaining to on-campus courses?</li> </ol>
<p><b>Program Highlights</b></p>	<p>Summary narrative of program highlights for A2:</p>
<p><b>Assessment 3 (A3)</b></p>	<p>Dual Credit students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.</p>
<p><b>Required Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>Student Handbook and Program Manual:</b> Expectations for course grading, assessment and assignments.</li> <li>• <b>Documentation of training / orientation</b> that is provided to the high school teachers to reinforce comparable standards of achievement. Could include presentation slides or handouts, worksheets, agendas, notes, etc.</li> <li>• <b>Sample communications</b> students and parents/guardian concerning grading and course standards achievement.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Matching course syllabi</b> to document grading policies.</li> <li>• <b>Special needs accommodations</b> policies and procedures.</li> </ul>
<b>Guiding Questions</b>	<p>Please identify the page number and/or provide direct reference to the relevant evidence respective to each guiding question.</p> <ol style="list-style-type: none"> <li>1. Are assessment criteria detailed in course syllabi and in student handbook?</li> <li>2. Are assessment methods a regular topic for alignment meetings?</li> <li>3. Are alternative assessments available for students with special needs?</li> </ol>
<b>Program Highlights</b>	Summary narrative of program highlights for A3:
<b>Evaluation 1 (E1)</b>	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 report.
<b>Required Elements</b>	<ul style="list-style-type: none"> <li>• Paired <b>End-of-Term Course Evaluation</b></li> <li>• <b>Sample of an evaluation report</b> instructors receive regarding the college/university course. (If there is variation between courses or departments, please submit a minimum of two.)</li> </ul>
<b>Guiding Questions</b>	<p>Please identify the page number and/or provide direct reference to the relevant evidence respective to each guiding question.</p> <ol style="list-style-type: none"> <li>1. What is the method used for collecting end of term student evaluations of the course?</li> <li>2. What is the method used to develop evaluation reports?</li> <li>3. How are evaluation reports circulated to instructors?</li> <li>4. How are course evaluations are used for program improvement? (e.g., are student responses aggregated by discipline in order to indicate collective professional development needs?)</li> </ol>
<b>Program Highlights</b>	Summary narrative of program highlights for E1:

## Assurances and Signature

The Program Renewal Application provides for signature by the chief academic officer or the president. This person assures that the requirements of the following:

1. The Dual Credit program described in the renewal application has been approved by the college/university,
2. The college/university administrator affirms that the state and federal laws and the Oregon Dual Credit standards have been met, and
3. The Program Renewal Application is complete and ready to be reviewed by the Dual Credit Oversight Committee.

### College Authority Signature

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

I (college/university CAO or President) 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. For the dual credit program, 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 confirmed.
5. **Sustainability.** The college/university has processes/resources committed to ensure ongoing support of the program.

Our staff has worked closely with CCWD/HECC staff in the development of the proposed program and completion of this application. The dual credit program described in this renewal application:

- Meets the HECC approval standards for dual credit programs in Oregon;
- Has been approved by the appropriate institutional board;
- Complies with all local campus procedures; and
- Is considered ready to be reviewed by the Dual Credit Oversight Committee.

**It is understood that documentation or evidence may be requested by CCWD staff and/or the Dual Credit Oversight Committee if additional information is needed.**

Signature \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_

## PART 3

### Appendix A- Oregon Dual Credit Program Standards

<b>Curriculum</b>	
Curriculum 1 (C1)	(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 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)	(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)	(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.
<b>Faculty</b>	
Faculty 1 (F1)	(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)	(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)	(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)	(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).
<b>Student</b>	
Student 1 (S1)	(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)	(S2) - Colleges or universities outline specific course requirements and

	prerequisites for students.
Student 3 (S3)	(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.
<b>Assessment</b>	
Assessment 1 (A1)	(A1) - Dual credit students are held to comparable standards of achievement as those expected of students in on-campus sections.
Assessment 2 (A2)	(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)	(A3) - Dual Credit students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
<b>Evaluation</b>	
Evaluation 1 (E1)	(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.

#### PROGRAM EVALUATION

Regular program assessment will be conducted at the system level (HECC), and will compare Dual Credit students and their non-Dual Credit peers with respect to subsequent academic performance and persistence to goal. Focused system-level research will also be used to examine specific questions or trends that emerge from the full study, with the aim of identifying successful practices.

**The Oregon Standards closely align with, and are heavily indebted to, the national norms established by the National Alliance of Concurrent Enrollment Partnerships standards.**

## **Appendix B- Dual Credit Oversight Committee, 2013-14**

### **Committee Chair**

Marla R. Edge – Committee Chair  
Director of Academic Agreements and Articulations  
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### **Standing members**

- Larry Cheyne, Director, Office of Education Partnerships- Clackamas Community College
- Kuli'a Ferguson, Assistant Principal - Aloha High School
- Deron Fort, Director of High School Connections - Lane Community College
- Debbie Hagan, Director of Secondary Programs - Central Oregon Community College
- Sally Hudson, Challenge and LINK Programs Director - Portland State University
- Tony Vicknair, Director of Curriculum, Instruction and Assessment - McMinnville High School

### **Standing ad-hoc members**

- Deborah Banks, Education Specialist - Oregon Department of Education
- Reynold Gardner, Education Specialist - Oregon Department of Education
- Lisa Reynolds, Education Specialist - Community Colleges & Workforce

**(Appendices not updated yet beyond this point)**

## Appendix C- Oregon Administrative Rule

### 589-007-0200 – Two Plus Two and Dual Credit Programs

#### Sets out policy for 2+2 and Dual Credit Programs in community colleges.

- (1) For purposes of this rule, the following definitions apply:
  - (a) "Two Plus Two" is defined as planned professional technical programs articulated between high schools and community colleges.
  - (b) "Dual Credit" is defined as awarding secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college board policy.
- (2) Before developing programs with high schools, each college shall file with the Department a policy for governing Two Plus Two and Dual Credit programs. Policies must include the following:
  - (a) Requirements for instructors equivalent to that of other college instructors in the discipline, including:
    - (A) Masters degree for instructors of Lower Division Collegiate courses; and
    - (B) An appropriate combination of education and experience for instructors of professional technical courses.
  - (b) Methods for selecting student participants, including limiting classes to seniors and qualified juniors, and in exceptional cases other qualified students. Qualifications must be defined;
  - (c) Assurances that classes will be transcribed by the college;
  - (d) Assurances that materials and subject matter are college level.
- (3) On or before October 1 of each year, colleges shall submit an annual evaluation of the previous school year's Two Plus Two and Dual Credit programs, including but not limited to description of:
  - (a) Programs and courses offered;
  - (b) Student outcomes;
  - (c) Instructors' qualifications; and
  - (d) Program costs.
- (4) Participating school districts and post-secondary institutions shall develop written agreements based on the policies described in this rule regarding Two Plus Two and Dual Credit programs, which include:
  - (a) Criteria regarding approval of courses, selection and approval of instructors, admissions, procedures, counseling, monitoring, and evaluation; and
  - (b) The provision that all agreements and policies shall be available to all staff members involved in the programs and to parents and students.
- (5) Participating school districts and post-secondary institutions shall, in consultation with appropriate staff members, determine that course content and instructional quality are consistent with that offered by the community colleges.
- (6) The Commissioner shall require an accounting of FTE consistent with these rules.

**Special Note:** Instructor qualifications are further defined by OAR 589-008-0100 (excerpt below)

#### Guidelines for Formation of Community College Personnel Policies

- (1) Each community college Board of Education shall establish a personnel policy statement, including a policy on instructor selection and development that must include, but need not be limited to, the following:
  - (b) Institutional standards for instructor qualifications (standards for teachers of lower division collegiate courses must include a masters degree in a subject area closely related to that in which the instructor will be teaching; however in subject areas in which individuals have demonstrated their competencies and served in professional fields and in cases in which documentation to support the individual's proficiency and high level of competency can be assembled, the master's degree requirement may be waived at the discretion of the college president);

## Appendix D- Oregon Revised Statute

**341.450 Two-plus-two programs and other related programs.** Every community college district shall encourage high school students to start early on a college education by implementing two-plus-two programs and other related programs. Each community college district shall make at least one such program available to each interested school district that is within the boundaries of the community college district. [1997 c.521 §2]

DRAFT

## Appendix E- Glossary of Terms

**40-40-20 Goal:** Education initiative of Oregon. The 40-40-20 targets propose goals of 40 percent of the population having a four year college degree by 2025, 40 percent of the population having post-secondary training, and the remaining 20 percent having a high school degree or equivalent (in benchmark terms this equates to 100 percent of the population having a HS diploma or equivalent).

**Career and Technical Education (CTE):** A program of study at the secondary and postsecondary levels that is a key component of Oregon's education and workforce development system. CTE integrates technical career skill proficiencies with academic content and prepares students for the workplace, further education, training, and family and community roles. At the postsecondary level, CTE helps students complete Associate of Applied Science (AAS) degree and certificate of completion programs, preparing them for workplace entry and career success.

**Carl D. Perkins Career and Technical Education Improvement Act of 2006, P.L. 109-270:** The statute that establishes federal policy and appropriates federal funds to support the development and improvement of career and technical education programs in public schools and postsecondary institutions. (CCWD)

**Dual Credit:** Dual credit is defined as awarding secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college board policy. (*Accelerated College Credit Opportunities for Oregon High School Student- ODE Primer and OAR 589-007-0200*)

**Full-time equivalency (FTE):** For each 510 hours of instructional time provided to students in select courses a college is awarded one FTE for reimbursement. College funding is based in part on the development of FTE. Also, see OAR 589-002-0100 (7). <http://www.oregon.gov/CCWD/pdf/FTE/FTEGuidelines.pdf>

**Joint Boards Articulation Commission:** A policy group created and appointed by the State Board of Education and State Board of Higher Education to encourage active cooperation and collaboration among sectors and within systems (K-12, community colleges, and baccalaureate-granting institutions) in order to achieve the most efficient and effective articulation possible. The Commission is comprised of representatives appointed by the chief executive officers from the community college, university system, K-12, and independent college sectors. (HECC web site: <http://www.ous.edu/aca/jbac>)

**Joint Boards of Education:** The Joint Boards, comprised of the Oregon State Board of Higher Education and the [Oregon State Board of Education](#) meets to explore topics of mutual concern and seek positive resolution. The Joint Boards are committed to shared understanding that can advance education for all students from pre-K through post-secondary education in Oregon.

**Lower Division Collegiate (LDC) Courses:** Collegiate level work in areas of instruction that parallel the offerings of the first two years of Oregon's four-year institutions, and are generally accepted for transfer by Oregon's public higher education institutions. (OAR 581-006-0050(29))

**National Alliance of Concurrent Enrollment Partnerships:** NACEP is a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment. Established in 1999 in response to the dramatic increase in concurrent enrollment courses throughout the country, NACEP serves as a national accrediting body and supports all members by providing standards of excellence, research, communication, and advocacy (<http://www.nacep.org/>).

**Northwest Commission on Colleges and Universities:** One of six regional associations in the United States which accredits schools and colleges. Its purpose is the improvement of educational institutions and the

development of better working relationships among schools and postsecondary institutions.

<http://www.nwccu.org/>

**Policy Option Package:** Policy Option Packages (or POPs for short) reflect policy and program changes that require additional funding (or reduce funding). Agencies submit their POP requests to the governor who then decides whether to recommend them to the legislature. The legislature then has a “policy discussion” around these packages and decides which ones to approve as is, approve but modified or not approve. POPs are used for new programs; expanding existing ones; reducing programs; adding, abolishing or changing the funding on positions; establishing or changing fees; proposing capital construction projects; or transferring funds to another agency to support their programs. POPs must include detail about the purpose of the POP, how it will be achieved, staffing impact, outcomes and revenue source.

**Program Manual:** A Dual Credit program manual details the policies and procedures for faculty and administrators. It often includes curriculum guidelines, instructor approval procedures, important dates to remember, schedule of professional development/meetings, and other important information for programs.

**Senate Bill 342:** In 2005, the Legislature passed Senate Bill 342 with the express intent of improving student progress through postsecondary education by encouraging cooperation among the postsecondary education sectors on specific alignment initiatives. The Joint Boards of Education created a framework for all of the alignment work and used its HECC subcommittee to fulfill the requests in SB 342 and other alignment efforts identified by leadership.

**Student Handbook:** A Dual Credit student handbook is an informational and resource guide for students and parents/guardian, etc. regarding the dual credit program. It often contains information on student expectations, responsibilities, grading, registration procedures, and cost.

**Tech Prep (also CTE courses):** An approved coherent sequence of academic and occupational courses within a CTE program that is articulated to a two-year certificate, degree, technical diploma or apprenticeship program at a postsecondary institution.

**HECC Work Group (HECC):** The Unified Educational Enterprise (EUE) of the Joint Boards of Education is the working group tasked with the implementation of Senate Bill 342.

**2010**

Lane Community College  
Central Oregon Community College

**2011**

Portland State University (also is NACEP accredited)  
Clackamas Community College  
Oregon Institute of Technology  
Rogue Community College  
Portland Community College

**2012**

Chemeketa Community College  
Southern Oregon University  
Tillamook Bay Community College  
Southwestern Oregon Community College  
Umpqua Community College

**2013**

Blue Mountain Community College  
Columbia Gorge Community College  
Mt. Hood Community College  
Klamath Community College  
Clatsop Community College

**2014**

Treasure Valley Community College  
Western Oregon University (provisionally approved as pilot, 2014)

**Pending**

Linn-Benton Community College (in process, 2014)  
Oregon Coast Community College (tabled in 2013)