

Oregon Dual Credit Standards

Approved Unified Education Enterprise – April 21, 2010
 Approved Joint Boards of Education - September 28, 2010
 (For use through June 30, 2013)

Curriculum 1 (C1)	College or university courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the sponsoring college 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.
Guiding Questions	<ol style="list-style-type: none"> 1. Are courses catalogued? 2. Does the program manual contain detailed instructions on articulated course approval procedures? 3. Does the program manual include a detailed sample course description? 4. Are procedures for textbook, curriculum alignment, course outcomes, etc. explicit in the program manual?
Curriculum 2 (C2)	College or university courses administered through a dual credit program are recorded on the official academic record for students at the sponsoring college or university.
Guiding Questions	<ol style="list-style-type: none"> 1. Are courses transcribed? 2. Do students receive a transcript or have access to view transcript online? 3. Are transcript policies identified in a student handbook?
Curriculum 3 (C3)	College or university courses administered through dual credit programs reflect the pedagogical, theoretical and philosophical orientation of the colleges' or universities' sponsoring academic departments.
Guiding Questions	<ol style="list-style-type: none"> 1. Are course policies, recommendations, etc. outlined in the program manual? 2. Are course and learning outcomes clear for faculty? 3. Are syllabi clear and concise and in college's accepted format (including student responsibilities, grade requirements, assessment criteria, etc.) and are examples included in the program manual?
Faculty 1 (F1)	Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in post-secondary institutions as stipulated by the respective academic departments.
Guiding Questions	<ol style="list-style-type: none"> 1. Are approval standards and procedures for instructors clearly stated in program manual? 2. Are instructors formally notified of approval status? 3. Is there a provisional approval process? If so, what is it?

Faculty 2 (F2)	The post-secondary institution 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/university courses.
Guiding Questions	<ol style="list-style-type: none"> 1. Does program manual clearly include details about faculty orientation and expectations? 2. Are orientation, training, articulation meetings, etc. regularly scheduled between secondary and post-secondary faculty?
Faculty (F3)	Instructors teaching dual credit sections are part of a continuing collegial interaction, through professional development, seminars, site visits, and ongoing communication with the post-secondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Guiding Questions	<ol style="list-style-type: none"> 1. Are articulation meetings regularly scheduled? 2. Do secondary instructors have access to post-secondary colleagues on an "as needed" basis? 3. Are post-secondary faculties available to visit secondary programs? 4. Is professional development (seminars, etc.) available in addition to collegial meetings (if so please describe)?
Students 1 (S1)	High school students enrolled in courses administered through dual credit programs are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Guiding Questions	<ol style="list-style-type: none"> 1. Is the status of a dual credit student clearly detailed in a student handbook (including grading, registration, important dates, etc.)? 2. Do students receive information about the institution beyond a handbook (e.g. a letter confirming completion, etc.)? 3. Do students have access to campus services and are issued a student identification number? 4. Are samples of all appropriate forms available in the student handbook?
Students 2 (S2)	Post-secondary institutions outline specific course requirements and prerequisites.
Guiding Questions	<ol style="list-style-type: none"> 1. Are requirements clearly detailed in a student handbook? 2. Are procedures (where applicable) for student placement testing consistent and clearly stated in the student handbook?

Students 3 (S3)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
Guiding Questions	<ol style="list-style-type: none"> 1. Is the student handbook provided by mail, online, etc.? 2. Are there procedures for students with limited resources/access to participate in the program included in student handbook? 3. Are responsibilities clearly delineated for providing academic adjustments (accommodations) for HS students with special needs?
Assessment 1 (A1)	Dual credit students are held to the same standards of achievement as those expected of students in on-campus sections.
Guiding Questions	<ol style="list-style-type: none"> 1. Are student performance expectations (learning outcomes, etc.) clear on syllabi? 2. Are grading standards clear and available to students? 3. Is alignment of standards a regular discussion between faculties at participating institutions?
Assessment 2 (A2)	Every section of a course offered through dual credit is regularly reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet or exceed those in on-campus sections.
Guiding Questions	<ol style="list-style-type: none"> 1. Are courses regularly reviewed by the respective faculties at participating institutions? 2. Is course review consistent with procedures pertaining to on-campus courses?
Assessment 3 (A3)	Dual credit students are assessed using similar methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Guiding Questions	<ol style="list-style-type: none"> 1. Are assessment criteria detailed in course syllabi and in student handbook? 2. Are assessment methods a regular topic for alignment meetings? 3. Are alternative assessments available for students with special needs?

Clackamas Community College submitted our Application for Program Review on August 1, 2011 and received notification of approval on September 15, 2011.