

OEA'S GOLD STANDARD FOR DUAL CREDIT PROGRAMS IN OREGON



ACCESS TO PROGRAMS FOR ALL STUDENTS

1. Every High School involved in a Dual Credit program must be able to verify that access to appropriate development courses and academic advising exists to build skills, knowledge and interest from diverse students.
2. Every program must be able to verify that students with disabilities (on IEPs) have access and support to participate in Dual Credit classes.
3. Dedicated funds in the form of grants should be made available to schools in rural communities and schools with economically and ethnically diverse student populations to increase access and completion for these students in Dual Credit programs.
4. Metrics should be kept by every district engaged in these programs to inform a strategic action plan to increase access for all students.
5. The total number of participants in the Dual Credit program should accurately reflect the diversity of the student population designations in the district (with 5% difference + or -) and these numbers should be tracked each term.
 - a. When the number of previously underserved student populations falls below the 5% threshold, then the district should take action to identify, within those target groups, the types of barriers that hinder participation. Then, in conjunction with the leaders of that community of underserved students, work together to solve the issues. Examples include Town Hall Meetings, Exit Interviews, and Community Surveys.
6. The district should have in place ambassadors of underserved populations that would be a liaison between the district and the community that can proactively identify issues in policy & procedure that may become a barrier to students.
7. The district should have a mentoring program consisting of successful students from previously underserved populations that have exited the Dual Credit program that can be a contact for struggling students.

COLLABORATION

1. Each High School District would earmark funds for collaboration between Community College faculty and High School teachers. These collaborative efforts would serve to provide stronger connections between faculty, maintain academic integrity, and provide students with authentic exposure to the rigor, academic demands and quality of work expected of them at the college level.
2. Every 4-year Oregon university or college must provide a yearly updated list of all dual credit courses that they will accept for transfer credit.
 - a. These Articulation Agreements must be made accessible to students at one website location, such as the HECC's current website, with links to the appropriate contact at each College or University that a High School student, their family, or their Academic Counselor can contact for more information. This contact information should be updated yearly, or as staff change.
3. The Colleges and the High School Districts must provide dedicated, compensated time for collaboration between College and High School

instructors teaching a Dual Credit course. This time would provide opportunities for both parties to engage in activities, including but not limited to, the following:

- a. Creating consistent course objectives, formative and summative assessments, as well as course syllabi classroom activities.
- b. Observing and debriefing each other about their experiences in the classroom.
- c. Jointly reviewing, fine-tuning and assessing student work to provide uniformity of expectation and assessment of student mastery of material

CLASS SIZE

1. The Quality Education Model (QEM) core content class size standard for High Schools should be used as the standard for High School Dual Credit programs.
 - a. As an example of the model:
For school enrollment of 1,000: Average of 21 with a maximum of 29 students.
This can be adjusted according to the school enrollment.



STUDENT SUPPORT/ RESOURCES

1. Every program must be able to provide access (for students and parents) to College and High School Counselors who are trained to deliver academic advising at the college level. Their training must be able to provide advising in:
 - a. How dual credit programs work.
 - b. Which schools accept what credits.
 - c. Differences between “core” and “elective” courses requirements.
 - d. How future financial aid is affected by Dual Credit courses.
 2. Every program must be able to verify that it does not discriminate in providing access to sufficient and appropriate computer, technical and lab equipment to all students completing Dual Credit courses. Extended hours and access to facilities, equitable to those provided to traditional College students, should also be available to Dual Credit students.
 3. Every High School Dual Credit program must work collaboratively with their sponsoring Community College to provide access to relevant and up-to-date textbooks and written resources for Dual Credit classes. Examples include access to Open Educational Resources, Interlibrary Loan, and reserve textbooks.
 4. Every High School Dual Credit program must be able to verify that student tutoring opportunities are available, applicable and accessible to Dual Credit students. Examples include Community College tutoring centers, online and on-demand options, and High School-based programs.
 5. High School Districts and Colleges participating in Dual Credit programs must have dedicated funds earmarked for the support and resources necessary for a rigorous Dual Credit program, as defined by the Gold Standards outlined in this report.
- a. Serve students well with respect to appropriate content and skill acquisition, with the goal of preparing students to be successful in the next course in a higher education department’s curriculum scope and sequence.
 - b. Articulate a clear progression of content and skill acquisition. The program should clearly demonstrate how a student develops college level knowledge and skills.
 - c. Be aligned (or make demonstrable efforts to be aligned) with the High School’s demographics. The program needs to encourage equity for traditionally underrepresented populations.
 - d. Provide current resources (textbooks, lab materials, etc.) that students require to be successful.
 - e. Provide academic support for struggling students.
 - f. The program should provide access to an effective tutoring center, or other resources provided by the cooperating higher education institution (access to labs, library, tutors) etc.

WORKLOAD

1. Each program must provide for the following:
 - a. Recognizing augmented workload, and providing additional compensation, for High School instructors to acknowledge the extra instructional demands of teaching a college-level course.
 - b. Recognizing augmented workload for College instructors overseeing High School Dual Credit programs.
 - c. Compensating High School and College instructors for attendance at required meetings related to Dual Credit.
 - d. Determining appropriate workload for college instructors for each class they are asked to sponsor in a sponsored dual credit model.
 - e. Determining appropriate workload to support collaboration between High School instructors, College instructors, and Academic Counselors to effectively support quality education and seamless student transitions into college.
 - f. Supporting a High School instructor’s professional choice of whether they will opt in or out of a Dual Credit teaching assignment.

MEASURING SUCCESS

1. To quantify the success of an individual Dual Credit partnership, the program must, at a minimum:

CREDENTIALING

1. The Faculty Standards (F1 – F4) for Dual Credit Academic Programs adopted by the Higher Education Coordinating Commission (HECC) in June of 2014 are currently considered the “Gold Standard” for high-quality Dual Credit programs offered in the State of Oregon. The Oregon Education Association Dual Credit Task Force supports these standards as they ensure that:
 - a. High School teachers participating in Dual Credit programs have documented academic credentials that are equivalent to Community College or University instructors teaching an identical course.
 - b. High School teachers receive training in assessment criteria, course philosophy, and administrative procedures equivalent to Community College and University instructors.
 - c. Community College and University faculty participate regularly with High School teachers in a variety of professional development activities.

ADDITIONAL RECOMMENDATIONS FOR SPONSORED DUAL CREDIT PROGRAMS

In an effort to maintain clarity for the “Gold Standard for Dual Credit Programs”, this task force recognizes a need to present recommendations separately for Sponsored Dual Credit Programs, as defined by the HECC, specifically academic degree and experience requirements for “sponsored” High School teachers authorized to teach Dual Credit courses.

Credentials for Sponsored Dual Credit Programs:

The Faculty Standards (F1 – F7) for Sponsored Dual Credit Academic Programs, adopted by the HECC in June of 2016, are not of the same standards that exist for Dual Credit Academic Programs. Specifically, the minimum academic degree and experience requirements for High School teachers participating in Sponsored

Dual Credit Programs are less than those for non-sponsored instructors. In a majority of cases, this means a sponsored Dual Credit High School teacher would not meet the requirements to teach the same courses at the College that sponsors their program. To address this concern, the OEA Dual Credit Task Force recommends the following additional standards:

The creation of articulated and supported pathways for High School teachers participating in Sponsored Dual Credit programs to get the graduate education necessary to meet the Dual Credit credentialing standards adopted in 2014.

This would require:

1. Dedication of earmarked funds for tuition reimbursements for teachers working to meet the Dual Credit Academic Program requirements (see Appendix A for a proposed budget).
2. High School teachers demonstrate progress toward meeting Dual Credit Standards in order to continue to teach in Sponsored Dual Credit Programs.

Establish regular opportunities for:

1. Community College and University faculty to co-teach in High School classrooms offering Sponsored Dual Credit courses or
2. High School teachers to observe instruction provided by Community College and University faculty in corresponding courses.

Community Colleges and Universities participating in Sponsored Dual Credit programs should provide the curriculum and assessments (formative and summative) to High School teachers that will support the delivery of high quality, college-level instruction to High school students.