



DEPARTMENT OF
OREGON EDUCATION



Oregon University System

Oregon Dual Credit

Program Application

Planning Guide and Procedures

Approved Unified Education Enterprise – April 21, 2010
Approved Joint Boards of Education - September 28, 2010

(For use through June 30, 2013)

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PART 1: GENERAL OVERVIEW OF PROGRAM APPROVAL

Purpose

The purpose of the Planning Guide is to provide a tool for use by college/university staff. This document identifies the essential processes and information required to meet the Joint Boards of Education program approval standards for a Dual Credit Program in Oregon. 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/university board policy. 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 Unified Education Enterprise subcommittee to fulfill the requests in SB 342 and other alignment efforts identified by leadership. The Dual Credit Standards are in response to the requirements of Senate Bill 342.



Dual Credit program approval is facilitated by the staff of the Oregon Department of Community Colleges and Workforce Development in collaboration with the Oregon Department of Education, the Oregon University System, and the Joint Boards of Education.

The college/university is encouraged to include the Department of Community Colleges and Workforce Development Education Specialist (hereinafter referred to respectively, as CCWD and the Education Specialist) in the early developmental stages of the planning. As staff to the Oregon Dual Credit Oversight Committee, the Education Specialist can provide guidance to applicants (both community college and university programs) Additionally, providing information outlined in this guide will help to facilitate and expedite program approval.

The Education Specialist may request evidence of the planning work; they may also request a phone or on-site interview. College/university staff may also request technical support by phone or at the campus.



Recommendations For Improving And Expanding Dual Credit Programs

Motion to approve by Unified Education Enterprise: January 16, 2009
UEE motion approved by Joint Boards of Education May 7, 2009

The Unified Education Enterprise (UEE) recommends that the Joint Boards of Education endorse the state standards proposed by the Dual Credit Task Force and adopt a workplan for implementing these standards.

Oregon's Dual Credit programs create the opportunity for our students to take college-level courses while still in high school. The Dual Credit Task Force found that, in 2005-06, one in seven Oregon juniors and seniors took advantage of this opportunity, saving some \$9 million in tuition. Through its pilot analysis of the subsequent academic performance of these students, the Task Force also found that "in most cases, Dual Credit students match or outperform their college-prepared counterparts in both community college and university settings."

Thus, Dual Credit is currently a viable option for qualified students to begin post secondary learning early, and it can contribute significantly to meeting Oregon's 40-40-20 goal. As Dual Credit programs grow, it is important to have a consistent set of standards and ways to ensure the standards are met. This is the impetus for adopting the attached Oregon Standards for Dual Credit/"College Now" Programs (Appendix A). Guided by those standards over the next 5 years, the Task Force specifically recommends

1. Strengthening faculty connections

- Regular, collegial interactions between high school faculty and their counterparts at sponsoring colleges and universities are key to the success of these programs. Such interactions characterize some programs already, but they need to be developed and maintained throughout the state.
- The pool of high school teachers qualified to participate in Dual Credit programs should be expanded.

2. Adopting systematic application and review processes for Dual Credit programs

- A standardized application process for new programs is needed
- Individual programs should take advantage of system-level (CCWD and OUS) studies of the subsequent academic performance of Dual Credit students. These biennial studies, which were piloted in AY2007-08, will be supplemented on the "off year" by more focused analyses of questions or trends that emerge from the data (for example: persistence of dual credit students in math or writing).
- A sustainable means for verifying program quality is needed.

3. Enhancing public understanding of Dual Credit programs

- Dual Credit programs should be continued and effectively publicized. They should be recognized as one of the key paths for academic acceleration.
- Evidence of best practices and student success should be gathered systematically and shared regularly – both with faculty in the programs and with the public.

The Dual Credit Oversight Committee and Guiding Principles

At the direction of the Joint Boards of Education the Dual Credit Oversight Committee was formed to implement 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 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:

- Have potential to build broader curriculum alignment from high schools through community colleges and Oregon University System institutions
- Are sustainable and add value to the campus
- Provide opportunity to create smooth transition for students in accelerated learning options to a post-secondary institution
- Provide an authentic college experience as a result of clearly implemented standards
- Doesn't duplicate other accelerated options or Carl Perkins initiatives but rather builds upon them and uses data gathered at a statewide level to assess delivery and improvement

Specifically the program approval process:

- Is not busy work for statewide certification of programs, rather builds feedback for continuous improvement
- Is evidence-based (uses data)
- Is a process that does not create undue burden and is not cumbersome or expensive
- Should result in a good message about dual credit to all stakeholders (students, parents, teachers, counselors, administrators, policymakers, business, media...)
- Promotes greater communication between all stakeholders
- Provides consistency and quality in curriculum, outcomes and grading in courses offered

Key Contacts

CCWD/ODE/OUS			
Title	Name	Telephone Number	E-mail address
CCWD Director: Education Division	David Moore	(503) 947-2448	david.p.moore@state.or.us
CCWD Education Specialist-Dual Credit	Larry Cheyne	(503) 947-2430	larry.cheyne@state.or.us
Oregon University System	Bob Turner	(503) 725-5718	Bob_Turner@ous.edu
ODE Education Specialist- Dual Credit	Reynold Gardner	(503) 947-5615	reynold.gardner@state.or.us



QUICK REFERENCE OF KEY STEPS TO PROGRAM APPROVAL & RELATED TIMELINES

Data Collection and Program Evaluation

Data collection and study will be conducted in February of each even-numbered year (beginning 2010) and is coordinated by the Oregon University System in cooperation with the Department of Community Colleges and Workforce Development. Data is collected using the existing data systems. For a look at the most recent example of Dual Credit student performance please visit: http://www.ous.edu/state_board/meeting/dockets/ddoc080430-UEE-DCrpt.pdf

The Oregon University System and Oregon Department of Community Colleges and Workforce Development will provide results to local programs upon completion of the program evaluation.

Program Submission for Approval

Phase 1

Starting in 2010, applications for program approval will be submitted by colleges to be considered by the Oregon Dual Credit Oversight Committee. Program applications are due August 1 to the Oregon Department of Community Colleges and Workforce Development (CCWD). CCWD provides staffing of the oversight committee for both community colleges and university applications.

From August 2-9 of each year CCWD staff will clarify any questions with applicants.

From August 10-20 of each year program applications will be reviewed by the Oregon Dual Credit Oversight Committee

Programs will be notified of the committee's recommendations by August 30.

Following the notification of programs, the committee's recommendations will be carried forward to the Unified Education Enterprise in September of that year, and then to the Joint Boards of Education in October of that year for final approval.

In the event that all Oregon Dual Credit programs have not completed approval by the end of 2012 the following process will occur.

Programs that are not approved by December 31, 2012 will be considered for approval in the spring of 2013. Program applications will be due April 1, 2013. The oversight committee will review applications and notify programs with recommendations by April 30, 2013. The Unified Education Enterprise will review the recommendations in May of 2013 with final review by the Joint Boards of Education in June of 2013.

Any programs not approved by July of 2013 will not offer dual credit in Oregon.

Applications should be addressed to:

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Oregon Department of Community Colleges and Workforce Development
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Salem, OR 97310
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Larry.cheyne@state.or.us

Phase 2 (Renewal- following July 2013)

Tentative- Upon completion of all program approval, renewal of Oregon Dual Credit programs may include professional development (possibly a promising practices symposium for faculty/administrators) and possibly the pursuit of further connections with state education goals (e.g. 40-40-20, Get Ready Oregon, etc.).

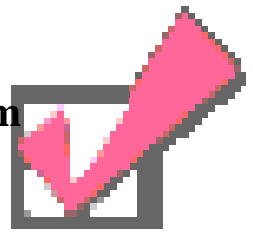
Although specifics are yet to be determined by the committee, programs will likely be required to participate in activities with renewal due by 2016 (This renewal deadline to be determined by the Oregon Dual Credit Standards Oversight Committee and approved by the Joint Boards of Education by June of 2013).

Additional dual credit programs will be reviewed using the phase 1 process to pursue initial approval.

Policy Option Packages

Any policy that may be needed to support dual credit programs will be developed to support program approval activities and will be initiated each March/April of even-number years in order to be ready for subsequent legislative sessions.

PART 2: Oregon Dual Credit program standards and program application



KEY ELEMENTS

The Program Application

The Program 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 application provides a concise and comprehensive overview of how the program meets the approval standards and includes samples of evidence (electronic submissions accepted and encouraged).

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 Approval Standards

The dual credit program approval standards were developed in collaboration with community college representatives, Oregon University System representatives and the Oregon Department of Education and secondary school representatives. The standards were adopted by the Joint Board of Education in January of 2009 to help guide the development of a quality program. The standards provide broad expectations for program design, implementation, management and continuous improvement. The standards are heavily influenced, and indebted to, the National Alliance of Concurrent Enrollment Partnerships. The standards are also aligned with Oregon Administrative Rule 589-007-0200 (Appendix C).

Program 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 stakeholders in the dual credit program (e.g. a Program Manual, Student Handbook, and faculty orientations, training, and conferences).

Guiding Questions

Questions have been provided to assist in interpreting the meaning and implications of the standards and elements. These are the kinds of inquires that may be made by the Dual Credit Oversight Committee 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.

Supporting Documentation/Evidence

The combination of Documentation/Evidence and Program Highlights provide information to create an overview of the proposed program. Items highlighted as “Essential” are considered necessary by the Education Specialists and the Dual Credit Oversight Committee who affirm that the Dual Credit program standards have been met. Materials may be submitted electronically (e-mail attachment, URL, etc.).

1. Dual credit program manual, guidebook, handbook, etc.- Essential
2. Dual credit program student handbook, guidebook, etc.- Essential
3. 3 examples of course outlines and course descriptions (both secondary and post-secondary as a point of comparison)- Essential
4. 3 examples of course syllabi (3 each from secondary and postsecondary)- Essential

5. Example of orientation, faculty to faculty meetings/trainings agenda, and documentation of approval to teach
6. Additional documents that may be of use as determined by the college program

Assurances and Signatures

The chief academic officer assures that all state and federal requirements have been met and that the program meets the Joint Board of Education Approval standards for quality.

Program application

Please complete the following information for program approval. The boxes will expand. Information added to the Program Highlights boxes should be brief statements pointing to key points 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.

Program Summary
Name of college/university:
Name of Program:
Program coordinator and contact information:
Summary of program (including program fact sheet with enrollment, # students, # of schools, etc.):

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?
Program Highlights	Summary of program highlights for C1:
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?
Program Highlights	Summary of program highlights for C2:
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?
Program Highlights	Summary of program highlights for C3:
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?
Program Highlights	Summary of program highlights for F1:
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?
Program Highlights	Summary of program highlights for F2:
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)?
Program Highlights	Summary of program highlights for F3:
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?
Program Highlights	Summary of program highlights for S1:
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?
Program Highlights	Summary of program highlights for S2:
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?
Program Highlights	Summary of program highlights for S3:
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?
Program Highlights	Summary of program highlights for A1:
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?

Program Highlights	Summary of program highlights for A2:
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?
Program Highlights	Summary of program highlights for A3:

Assurances and Signature

The application provides for signature by the chief academic officer or the president. This person assures that the requirements of the following have been completed:

1. That the proposed program described in the application has been approved by the college/university,
2. That the college/university administrator affirms that the state and federal laws and the Oregon Dual Credit standards have been met, and
3. That the program application is 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 proposed program, there will be 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 approval 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 and OUS staff in the development of the proposed program and completion of this application. The proposed program:

1. Has been designed to meet the Joint Board of Education approval standards for dual credit programs in Oregon;
2. The college board has approved the proposed program described in this application;
3. All local campus procedures have been completed; and
4. This program is 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

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.
Curriculum 2 (C2)	College or university courses administered through a dual credit program are recorded on the official academic record for students at the sponsoring college or university.
Curriculum 3 (C3)	College or university courses administered through dual credit programs reflect the pedagogical, theoretical and philosophical orientation of the colleges' and universities' sponsoring academic departments.
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.
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.
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.
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.
Students 2 (S2)	Post-secondary institutions outline specific course requirements and prerequisites.
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.

Assessment 1 (A1)	Dual credit students are held to the same standards of achievement as those expected of students in on-campus sections.
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.
Assessment 3 (A3)	Dual credit students are assessed using similar methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

PROGRAM EVALUATION

Regular program assessment will be conducted at the system level (CCWD and OUS), 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 Alliance of Concurrent Enrollment Partnerships standards.

Appendix B- Dual Credit Oversight Committee

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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]

Appendix E- Glossary of Terms

40-40-20 Goal: Education initiative of Oregon Governor Theodore Kulongoski. 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 Vocational and Technical Education Act of 1998, P.L. 105-332: The statute that establishes federal policy and appropriates federal funds to support the development and improvement of vocational 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>

Get Ready Oregon: In January of 2007, the State Board of Education voted to adopt new high school graduation requirements. These new requirements are designed to better prepare each student for success in college, work, and citizenship. To earn a diploma, students will need to successfully complete the [credit requirements](#), demonstrate proficiency in [essential skills](#), and meet the [personalized learning requirements](#). And students will have the option to earn credit for proficiency. The changes to the diploma will be phased in over the [coming years](#).

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. (OUS 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 Unified Education Enterprise 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, parents, 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.

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