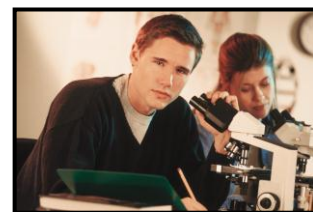


Accelerated Curriculum & College Credit Opportunities



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Young people are entering college at increasingly higher rates, yet many are under-prepared for the academic challenges they encounter. Educators and policy makers are calling for increased educational opportunities that prepare all students for the rigors of postsecondary education. Accelerated learning opportunities foster smoother and more successful transitions from high school to college while allowing students to earn dual credit (a course or program where high school students can earn both high school and postsecondary credit for the same course). Accelerated learning opportunities can:

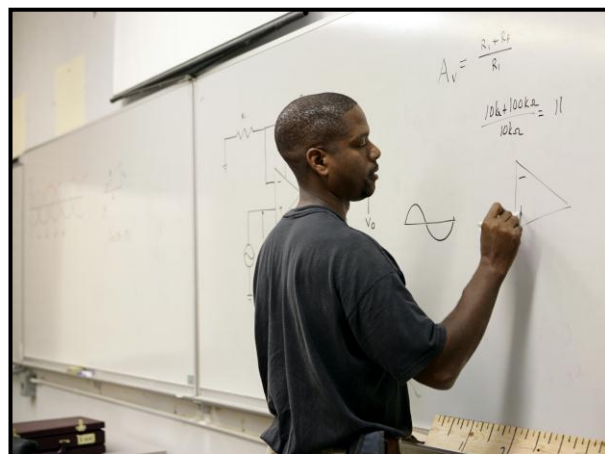


- Prepare students for the challenges of college through a rigorous high school curriculum;
- Engage seniors by offering interesting, challenging and college credit-bearing courses;
- Provide students with skills and experiences to ensure student success in transition to college and credential acquisition;
- Reduce students' college tuition expenditures and shorten the time to degree completion;
- Increase communication, collaboration, and curricular alignment between secondary and postsecondary systems.

Oregon's Commitment

Beginning as early as the 1960s, Oregon educators have been bridging K-12 and postsecondary education through accelerated learning options. A variety of credit options are offered in Oregon including:

- Advanced Placement (AP)
- International Baccalaureate (IB)
- Dual credit
- Expanded Options
- CTE Programs of Study
- Tech Prep



National Trends

The most recent report available is from the *National Center for Educational Statistics, 2005*; the following information reflects national trends and is supported by the findings in the [Oregon Dual Credit Study of 2010](#).



Large Schools vs. Small Schools

- Larger public high schools were more likely than smaller ones to offer Dual Credit and/or Advanced Placement (AP) courses.

Dual Credit Programs:

- 63 percent of small schools
- 75 percent of medium-sized schools
- 82 percent of large schools

Advanced Placement Programs:

- 40 percent of small schools
- 82 percent of medium-sized schools
- 97 percent of large schools

Academic and Career and Technical Education

Of the schools that offered courses for dual credit on a high school campus or on the campus of a postsecondary institution:

- 92 percent indicated that the courses had an academic focus, and
- 51 percent reported that the courses had a career or technical/vocational focus.

On-Campus and Distance Education

- Smaller public high schools were more likely than larger ones to offer courses through distance education
- High schools in rural areas and small towns were more likely than those in cities or urban fringe areas to offer courses for dual credit through distance education (33 and 29 percent vs. 11 and 18 percent, respectively)
- Of the public high schools that offered courses for dual credit:
 - 61 percent indicated that the courses were taught on a high school campus,
 - 65 percent on the campus of a postsecondary institution, and
 - 25 percent through distance education technologies.

“We have to increase rigor in high schools to prepare young people for the next stage of life by boosting opportunities so that they the support they need to meet those higher standards.”

Arne Duncan, U.S. Secretary of Education

National Accelerated College Credit Programs

Advanced Placement

The Advanced Placement (AP) program consists of copyrighted curriculum, materials, and examinations developed by The College Board. Currently, The College Board offers 36 courses in 20 disciplines. Through its audit system, The College Board sets criteria for curriculum and instruction, while school districts establish instructional qualifications and student entrance requirements. AP courses can be offered in any high school and students earning requisite scores may receive either college credit or alternative placement.

AP courses help students prepare for college, stand out in the college admissions process, and expand their intellectual skills. AP coursework also contributes to students' educational attainment: 85% of high school students who take AP courses continue their education after high school and once in college, students who have taken AP courses are more likely to complete degree requirements.

Oregon has received Advanced Placement Incentive Program grants and Test Fee Program grants from the U.S. Department of Education. These grants fund professional development, on-line course participation and test fee payments for income-qualified schools and students. Students from 168 public high schools in Oregon take AP exams. These schools contract with The College Board to administer the examinations according to national protocols.



International Baccalaureate

The International Baccalaureate (IB) Programme offers students an internationally recognized, rigorous educational experience. Students in the IB Programme are educated to be active learners, well-rounded individuals, and engaged citizens in the international community. The IB Programme establishes a common, structured curriculum that emphasizes critical thinking, intercultural understanding, and exposure to a variety of viewpoints. The Programme is a demanding pre-university course of study that leads to an internationally recognized diploma. The Diploma Programme (DP) is taught in over 100 countries representing a wide variety of educational contexts and traditions.

In Oregon, 19 high schools offer the IB Diploma Programme. Schools must meet international standards and be approved by the IB organization. Schools then contract with the International Baccalaureate Organization to administer programs and examinations according to international protocols.



Oregon currently receives Test Fee Program grants from the U.S. Department of Education that fund Advanced Placement and International Baccalaureate test fee payments for income-qualified students. The student qualification criteria for participation in the Test Fee Program can be found on the ODE website at <http://www.ode.state.or.us/opportunities/grants/oapp/eligibilitycriteria.pdf>.

Oregon's Accelerated College Credit Programs

Oregon has a long history of commitment to accelerated learning options and continuous improvement in alignment and articulation. Oregon has had multiple academic and career and technical articulation streams with associated terminologies (e.g., Dual Credit, Expanded Options, 2+2, College Now, Tech Prep). However, with students enrolling in multiple educational institutions at the same time, and the integration of academic and technical content more prevalent, the lines between Oregon-developed accelerated learning programs are now overlapping.

Currently there are 17 community colleges and four Oregon university system institutions that offer dual credit options. Postsecondary institutions review high school courses for content, continuity, and college-level appropriateness.

Dual Credit

Dual Credit programs allow students to earn both high school and college credits for the same course. Approved Dual Credit courses are offered in high schools during regular school hours and are taught by approved high school instructors. In 2009, the Joint Boards of Education approved Dual Credit Standards for Oregon programs. However, at the local level, these programs are governed by the policies of the credit-granting postsecondary institution.



2009-10 data on Dual Credit (Lower Division Transfer)

- 16,535 students were reported as participants (unduplicated head count)
- 135,075 college credits were reported (CCWD, 2010)
- \$10,617,000 estimated tuition cost savings for Oregon students (OUS, 2009-2010 tuition rates)

Career and Technical Education (CTE) Programs of Study and Tech Prep

Beginning in 2007, Oregon merged the Tech Prep program into a more comprehensive CTE Program of Study, which ensures academic and technical integration. These career-focused pathways (Agriculture and Natural Resources, Arts/Information/Communication, Business, Health, Human Resources and Industrial and Engineering Systems) encourage the alignment of curriculum and the articulation of credit between secondary and postsecondary programs. This articulated credit for courses within programs may be reported under Dual Credit, Expanded Options and/or as individual Tech Prep courses.

2009-2010 data on Tech Prep

- 54,480 credits transcribed at the postsecondary level
- \$4,282,136 estimated tuition savings for Oregon students (CCWD, 2009-2010 tuition rates).

Expanded Options (ORS 340)

The Expanded Options Program, established by the 2005 Oregon Legislature and amended in 2007, promotes additional accelerated learning opportunities. High school students meeting eligibility requirements can attend an eligible postsecondary institution either full or part-time to complete their high school diplomas. Eligible postsecondary institutions include community colleges, institutions in the Oregon University System, and the Oregon Health and Sciences University.

When a student is accepted and enrolled at an eligible postsecondary institution through the Expanded Options Program, the student's resident school district pays tuition and other associated costs. Eligible postsecondary courses can be either academic or career and technical (including those offered through distance education) that lead to high school completion, a certificate, professional certification, associate degree, or baccalaureate degree. The eligible postsecondary course, however, must not duplicate a course offered by the student's high school.

To be eligible for the Expanded Options Program, a participant must be an enrolled Oregon public school student who:

- Is in grade 11 or 12, or who is 16 years of age or older at the time of enrollment in a course under the Expanded Options Program;
- Has developed an educational learning plan;
- Has not successfully completed the requirements for a high school diploma as established by the State Board of Education or by the local school district board.

Foreign exchange students are not eligible to participate.

OREGON ACCELERATED CURRICULUM & COLLEGE CREDIT PROGRAMS

| Program Title | State Program | Program Standards | Federal / National/ International Program | Authority | Funding | Location of Courses | Transcribed Credits | Data Reporting Venue | Cost to Students |
|---|---------------|---|--|---|--|--|---|---|--|
| Advanced Placement (AP) (academic only) AP Link | Yes | National Board Standards | Yes | Local Control | Potential state and federal grants for exam fees | Authorized high school AP Course | Exam Link | The College Board's annual AP Report to the Nation (state and local district reports) | Student pays exam fees; Test Fee Program pays for income-qualified students |
| International Baccalaureate (IB) (academic only) IB Link | Yes | International standards | Yes | Local Control | Potential state and federal grants for exam fees | Authorized high school Program | Exam Link | IB Organization's annual data report (nation/state and individual district reports) | Student pays exam fees; Test Fee Program pays for income-qualified students |
| Dual Credit (academic only) <ul style="list-style-type: none"> • 2+2 • College Now • Early College • Middle College ODE Dual Credit Link | Yes | Statewide standards | Potential options | OAR 589-007-0200 | School district General Fund | High school classroom | Articulated Course Completion | Community College – OCCURS Data System | Student pays fee per credits to postsecondary institution; districts or colleges may cover costs |
| Expanded Options Program EOP Link | Yes | Identified by Oregon Revised Statute | No | ORS 340 | School district General Fund; district pays tuition and fees | State sponsored postsecondary institution's campus or online | Course Completion | ODE Data Collection | None ORS 340 |
| Dual Credit - CTE Programs of Study CTE POS Link | Yes | Federal Requirements; statewide standards | National/State; potential options for a national program | Federal Perkins IV Act of 2006; OAR 581-044 | Federal grant | ODE authorized high school program | Articulated Course Completion | ODE CTE Data Collection | May have associated costs |
| * Tech Prep | No | Locally Established | No | Local Control OAR 581-044 | Local; General Fund | High school classroom | Articulated Course Completion | May be within Community College – OCCURS Data System | Varies; students may pay the associated costs |
| Locally Developed Program | No | Locally Established | No | Local Control | Varies; school district may pay the associated costs | Varies based upon locally negotiated program | Varies based upon locally negotiated program | None | Varies; students may pay the associated costs |

* Tech Prep is no longer a federal funding stream for Career and Technical Education in Oregon; most career and technical education articulation is embedded in the CTE [Program of Study](#) and reported as Dual Credit. CTE Programs of Study are described in the Oregon State Plan for Career and Technical Education: 2008-2013, approved by the State Board of Education. For data reporting purposes, Tech Prep is still used to refer to career and technical education [courses](#).

[Oregon Accelerated Learning Options Map](#)

[Credit policies of U.S. universities and colleges](#)

State and National Resources

State

- Accelerated Learning Options Map of Oregon <http://www.odccwd.state.or.us/alo/>
- Advanced Placement and International Baccalaureate <http://www.ode.state.or.us/go/APIB>
- Dual Credit <http://www.ode.state.or.us/go/collegenow>
- Expanded Options <http://www.ode.state.or.us/go/expandedoptions>
- Oregon Career and Technical Education <http://www.ode.state.or.us/search/results/?id=151>

National

- College Board AP Central. The official online home of Pre-AP or AP Program information and resources. <http://apcentral.collegeboard.com/apc/Controller.jspf>
- "Dual Enrollment of High School Students at Postsecondary Institutions: 2002-03" and "Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002-03" are available online at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005008>
- International Baccalaureate Organization. Site discusses the mission and programs. <http://www.ibo.org>
- "Rigor and Relevance: A New Vision for Career and Technical Education." Research paper available at http://www.aypf.org/publications/aypf_rigor_0004v.3.pdf

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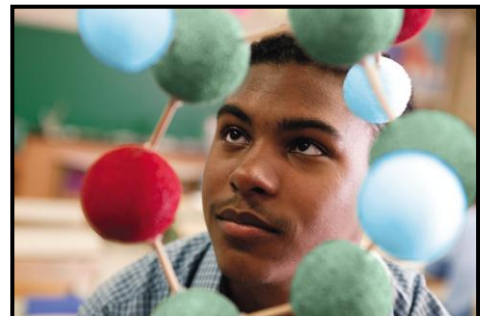


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