

ASSESSMENT BASED LEARNING CREDIT STANDARDS

Adopted by Higher Education Coordinating Commission June 9, 2016

Requisites	
Requisites 1 (R1)	The college or university has policies and procedures for awarding Assessment-based Learning credit. The policies and procedures are transparent to participating students, teachers, faculty, and staff.
Requisites 2 (R2)	Academic credit is awarded and transcribed only for catalogued courses formally approved through the college's or university's regular course approval process. Credit must be directly applicable to meet requirements for general education, a certificate, a degree or electives as outlined in college publications.
Requisites 3 (R3)	The college or university has a documented process for providing high school teachers in Assessment-based Learning credit programs with ongoing orientation and training in the college's or university's course learning outcomes and assessment criteria and expectations, and suggested strategies for curriculum and pedagogy.
Requisites 4 (R4)	The college's or university's Assessment-based Learning credit policies and expectations are clearly communicated to high school students, teachers, faculty, staff and stakeholders. This information includes: high school and college/university contact information; available Assessment-based Learning credit opportunities and assessment requirements; tuition and fee structure; cost to the student associated with award or non-award of credit; impact on financial aid; and the applicability and transferability of credits.
Evidence-based Assessment	
Assessment 1 (A1)	College or university faculty conduct a process for assessment of student learning and collection of the required evidence for awarding credit. Through the Assessment-based Learning credit partnership, high school students have the opportunity to demonstrate attainment of the college or university's course-specific learning outcomes associated with the credit to be awarded.
Assessment 2 (A2)	Assessments are designed and evidence is evaluated by appropriately qualified teaching faculty as determined by college or university faculty in the program/department where credit will be awarded.
Assessment 3 (A3)	All Assessment-based Learning credit for college or university courses is based on evidence of attainment of student learning outcomes. Evidence required by the college or university must be based on academically sound assessment methods, including, but not limited to, institutionally developed tests, final examinations, performance-based assessments, demonstrations, presentations, and portfolios.
Assessment 4 (A4)	Assessment-based Learning credit for college or university courses is awarded using comparable standards of achievement of student learning outcomes and comparable grading standards as those used for students taking the courses from the college or

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	university.
Tuition and Fees	
Tuition & Fees 1 (TF1)	The college's or university's tuition and fee structure for Assessment-based Learning credit programs is transparent and accessible to participating students, teachers, faculty, and staff. Costs for participating are determined by the college or university and may include the cost of such things as faculty compensation, professional development, materials and equipment, assessment, archiving, and transcribing.
Transcription and Transferability	
TR1	All Assessment-based Learning credit that is awarded by the college or university must be transcribed to comply with applicable state, federal regulations and accreditation policies and standards. Notations on the transcript should identify Assessment-based Learning credits.
TR2	Documentation used to support credits awarded will be maintained as part of the student's official institutional academic record to ensure compliance with standards set forth by the American Association of Collegiate Registrars and Admissions Officers, Northwest Commission on Colleges and University, and state administrative rules.
TR3	Colleges and universities that award Assessment-based Learning credit will document the student learning outcomes and assessment strategies used to award credit for courses eligible for Assessment-based Learning credit. This information will be provided, upon request, to the student who earned the credit or receiving institution to encourage transferability of credits earned.
TR4	Each receiving institution shall determine the transferability of Assessment-based Learning credit granted from other institutions in accordance with institutional policies and accreditation standards.

Appendix

Key Terms

Accelerated Learning – Educational experiences that provide high school students with the opportunity to earn college credit while in high school. These educational experiences may occur at a college/university or as part of the high school program. In many cases students earn both high school and college credit. Accelerated Learning has many forms in Oregon, some examples include: high school students taking courses at the college/university independently or as part of Expanded Options or other programs, Dual Credit and Advanced Placement courses.

High school-based accelerated learning – Accelerated learning opportunities offered as part of the high school education program through partnerships between high schools and institutions of higher education utilizing dual or concurrent enrollment or other early college credit opportunities to enable students to earn and transcript college credit while in high school. This does **not** include courses that students take directly from the college/university while in high school, whether by coming to the college/university or having college/university faculty teach the course at the high school.

Dual Credit, as defined by the standards, refers to a course that is

- a) Offered as part of the high school program,
- b) Taught by a high school teacher, acting as a proxy instructor for the college/university, who has been approved by the college/university and meets the qualifications to teach the course for the college/university,
- c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university. (Credit may also be granted by the high school toward graduation requirements, as appropriate.)

The Oregon Dual Credit Standards align with nationally recognized practices and very specifically focus on replicating, to the greatest extent possible, the college or university course in the high school. This includes requiring the participating high school teacher to meet the qualifications to teach the course for the college/university.

Sponsored Dual Credit, as defined by the standards, refers to a course that is

- a) Offered as part of the high school program,
- b) Taught by a high school teacher in partnership with a sponsoring college/university faculty member who meets the qualifications to teach the course for the college/university, and
- c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Sponsored Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university. (Credit may also be granted by the high school toward graduation requirements, as appropriate.)

While the proposed Sponsored Dual Credit standards are modeled after the Oregon Dual Credit Standards, they broaden the options for offering college or university courses at the high school by providing explicit standards for faculty/teacher partnerships to ensure appropriate expertise, oversight and alignment. This allows a high school the opportunity to work closely with a college or university to offer these courses even though the high school may not have teachers who meet the qualifications for teaching the college or university courses.

Sponsoring college or university: The sponsoring college or university is the institution that is awarding and transcribing the postsecondary credit. The sponsoring college or university is responsible for ensuring compliance with federal, state, accreditation, and institutional rules, standards, laws, and regulations, as well as upholding the Sponsored Dual Credit agreements with partners. If there are multiple college or university partners, each higher education institution is considered a sponsoring college or university for the courses for which it is awarding and transcribing credit.

Sponsoring faculty member: The sponsoring faculty member is the faculty member from the sponsoring institution who is responsible for the college course offered and the credit awarded, and who oversees the orientation, oversight, training and implementation to ensure that the sponsored dual credit courses align with the college's or university's courses. The sponsoring college or university is responsible for identifying a sponsoring faculty member who has the qualifications and experience to provide appropriate leadership and oversight, and who is committed to connecting, communicating and collaborating with the high school teachers and other faculty in the partnership.

Assessment-Based Learning credit, as defined by the standards, includes

- a) Enhanced high school courses or other activities offered at the high school and taught by high school teachers,
- b) A partnership that focuses on student attainment of specific, college- or university-defined student learning outcomes, and,
- c) The opportunity for students to demonstrate, through college or university assessments, that they have attained those student learning outcomes and thereby earn credit for a course from the sponsoring college or university. Because the student did not take the class from the sponsoring college or university, course credit earned through Assessment-Based Learning credit programs is identified on student transcripts.

Assessment-Based Learning credit does not require alignment with the college or university course, but rather supports a partnership between the high school and a college or university to recognize college-level achievement that occurs as part of high school courses and activities. As such, standards for these models do not include requirements for curriculum alignment or adherence to the registration, grading, and transcription timelines associated with taking a college or university class. Assessment-Based Learning credit standards focus primarily on ensuring a thorough understanding by high school teachers of the college's or university's student learning outcomes, using the expertise of college or university faculty to provide a means for assessment and award of credit, and following transcription processes for credit for learning that occurred outside of taking a course from the college or university while in high school. (Note: Although there are some similarities with Credit for Prior Learning, Oregon Credit for Prior Learning is designed primarily to support adult students and focuses on experiential learning – knowledge, skills and abilities gained through life or work experience or military or other training outside of the academic environment.)