

SPONSORED DUAL CREDIT IN OREGON

A Unique Dual Enrollment Teacher Qualification Design

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February 2025

Dual enrollment is a promising strategy to support high school students' transition to college and to align secondary and postsecondary systems (Taylor et al., 2022). Dual enrollment is also associated with longer-term positive outcomes for students: National data show that students who participated in dual enrollment in high school have higher college completion rates than students without prior dual enrollment experience (Velasco et al., 2024). Although the benefits of dual enrollment are well documented, states have long grappled with how to expand access, due in part to challenges with growing the number of high school teachers qualified to teach dual enrollment courses (Zinth et al., 2022).

Qualifications to teach dual enrollment are largely set by state policy and/or institutional accreditors (Williams & Perry, 2024; Zinth et al., 2022). Typically, to teach dual enrollment, high school teachers must meet the same qualifications as college faculty members who teach the course: namely, they must have postsecondary education and training in the specific dual enrollment course discipline.¹ In the current landscape, most high school teachers have a bachelor's degree in a content area of expertise and graduate coursework or a degree in education and pedagogy, not a master's degree or graduate coursework in a specific content area or discipline (Zinth et al., 2022). To become qualified to teach dual enrollment, many high school teachers must take additional graduate-level courses in a noneducation discipline or complete a master's degree, which is time- and resource-intensive for working teachers.

Addressing the challenges of expanding the dual enrollment teacher workforce may have broader implications for addressing systemic inequities in access to dual enrollment. A report from the Government Accountability Office (2018) found that low-income high schools (i.e., schools where more than half the

¹ This mainly pertains to non-career and technical education (CTE) dual enrollment. Qualification to teach CTE dual enrollment can look quite different since CTE instructors can be qualified based on experience, skills, and other types of industry-recognized certifications (Zinth et al., 2022).

students are eligible for free or reduced-price lunch) and small high schools with less than 200 students (regardless of student income background) are much less likely to offer dual enrollment courses than their larger, higher-income counterparts. Low-income and small schools may not have the same level of access to educators with the qualifications to teach dual enrollment as larger and higher-income schools, and thus students have inequitable access to opportunities to earn college credit and prepare for college.

This brief describes a unique dual enrollment model in Oregon, called sponsored dual credit, that was designed to address challenges with increasing the number of high school teachers qualified to teach dual enrollment courses. The intended audience is practitioners and policymakers in Oregon and across the nation who are interested in learning about an innovative approach to dual enrollment teacher qualification. This brief is part of a larger research agenda and is one of six projects funded through the [Dual Enrollment Research Fund](#). This project will culminate with a report on sponsored dual credit's impact on expanding access to dual enrollment and improving student academic outcomes, as well as teacher and student perspectives on sponsored dual credit.

This brief begins with information on the landscape of dual enrollment teacher qualification standards nationally and in Oregon, followed by the history of sponsored dual credit in Oregon. The next section describes how Oregon's sponsored dual credit faculty standards are implemented in practice, including how college faculty members and high school teachers partner to deliver high-quality college credit in the high school. Finally, the brief closes with next steps for the research project and implications of this brief.



Dual enrollment teacher qualifications

Teacher qualification standards for dual enrollment are typically codified in state law and/or follow the institutional accreditor policy on dual enrollment. Faculty credentialing standards for dual enrollment are written into state law in 27 states (Williams & Perry, 2024). Among other requirements, these laws typically require that high school dual enrollment teachers meet the same credentialing requirements of faculty members who teach the college course and/or have 18 graduate credit hours in the subject area being taught. In states where the institutional accreditor has a policy on dual enrollment teacher credentialing, the state law typically aligns to these requirements (Williams & Perry, 2024).

Among the remaining 25 states and the District of Columbia that do not have state legislation governing dual enrollment teacher qualifications, most programs follow the faculty credentialing guidelines of their institutional accreditor (Jamieson et al., 2022; Zinth et al., 2022). Accreditor standards do vary and change over time, but typically they are similar to those outlined in state laws. The two largest accreditors, Higher Learning Commission (HLC) and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), cover the policies of postsecondary institutions in 30 states, representing three-fifths of postsecondary institutions (Zinth et al., 2022). Both SACSCOC² and HLC³ state that the institution determines qualifications for those who provide instruction for dual enrollment courses and that all instructors (college faculty members and high school teachers) must follow the qualifications required by the institution. HLC guidance, for example, states that these qualifications can include a combination of achievement of academic credentials, progress toward academic credentials, or equivalent experience.⁴

² See the SACSCOC policy here: <https://sacscoc.org/app/uploads/2019/08/Dual-Enrollment.pdf>

³ In HLC's case, past language has specified that dual enrollment instructors must have a master's degree or 18 credit hours in the discipline (Zinth et al., 2022). A summary of 2023 changes are here: https://download.hlcommission.org/policy/updates/AdoptedPolicy-FacultyQualifications_2023-11_POL.pdf

The current HLC dual credit guidelines are here: https://download.hlcommission.org/DualCreditGuidelines_OPB.pdf

⁴ "Equivalent experience means experience that is commensurate with achievement of academic credentials such that it qualifies an instructor for the instruction. This could include through a minimum threshold of experience; research and/or scholarship; recognized achievement; and/or other activities and factors. Equivalent experience may differ by discipline or program. Previous years of classroom instruction does not alone constitute equivalent experience." Refer to HLC's guidelines for more details: https://download.hlcommission.org/FacultyGuidelines_OPB.pdf

Colleges and universities in Oregon are accredited by and follow the guidelines of Northwest Commission on Colleges and Universities (NWCCU). NWCCU requires that accredited institutions provide adequately qualified teaching faculty for all courses no matter where they are offered.⁵ Oregon has aligned with these requirements to ensure high-quality partnership programs for college credit in the high school. To teach dual credit in Oregon, the high school teacher acts as a proxy faculty member and must have the same qualifications as college faculty members who teach the course, which typically means having a master's degree in the subject area or a closely related subject area.⁶ Oregon faculty standards for dual credit are similar to the National Alliance of Concurrent Enrollment Partnerships (NACEP) standards.⁷

Oregon is also distinct from all other states because state policy supports innovation. An Oregon model that builds flexibility around dual credit teacher qualification standards is sponsored dual credit. With Oregon's sponsored dual credit model, the high school teacher does not have to meet the same qualifications to teach the course as the college faculty member and instead qualifies via partnership-specific qualifications and training. To offer the college course at the high school, high school teachers partner with a sponsoring faculty member who teaches the college course at the sponsoring postsecondary institution. This arrangement requires that the high school teacher participate in training and a professional learning community (PLC) and/or other mentorship activities. Faculty members in the respective discipline develop and facilitate training, PLC, and mentorship activities. In later sections, this brief will describe in detail how high school teachers meet the qualifications to teach college credit through sponsored dual credit partnerships in Oregon.

Other states allow high school teachers to qualify to teach dual enrollment through flexible certification paths, but the certification is only temporary until the teacher earns 18 credit hours in the subject area (Zinth et al., 2022). For example, in Illinois, an instructor who does not meet the credential standards for minimally qualified college faculty may teach dual credit courses if the instructor has an approved professional development plan, but this plan can only be in effect for up to three years (Williams & Perry, 2024). In Oregon, a few sponsoring postsecondary institutions also only offer the sponsored dual credit model as an on-ramp to dual credit. However, for most sponsoring postsecondary institutions, high school teachers qualified to teach college credit in the high school through the sponsored dual credit model are not required to pursue or earn graduate credit hours or a master's degree in the dual enrollment subject area.

⁵ NWCCU 2.F.3: "Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs." See NWCCU standards here: <https://nwccu.org/standards/>

⁶ See guidance on page 58 of Oregon's self-study and peer review guide: <https://www.oregon.gov/highered/about/Documents/High-School-College/accelerated-learning-peer-review/Self-Study-and-Peer-Review-Guide.pdf>

⁷ In addition to institutional accreditors, five states, including Oregon, have state-level standards that align to the NACEP standards, and seven states require concurrent enrollment programs to be accredited by NACEP (Williams & Perry, 2024).

Sponsored dual credit's history

The sponsored dual credit model was created in rural Eastern Oregon over a decade ago, with the intent of expanding access to college credit opportunities for rural Oregon students (Pierson & Hodara, 2016). The innovative model, called Eastern Promise, replaced requirements for dual credit certification through intensive cross-sector, discipline-specific PLCs. In these PLCs, faculty members from the region's universities and community colleges came together with teachers from local high schools to establish a shared curriculum and assessments for college credit in the high school. Participation in the PLC led to alignment among high school teachers and college faculty members, ensuring that the courses high school teachers delivered at the high school were equivalent to the corresponding courses taught at the college or university by the faculty members running the PLC. The region's K–12 education service district (InterMountain ESD) and school districts were key partners in this work, as they partnered with the region's three postsecondary institutions (Blue Mountain Community College, Eastern Oregon University, and Treasure Valley Community College) to develop shared policies and provide the necessary resources and infrastructure to sustain the model over time.

In the 2013–2015, 2015–2017, and 2017–2019 biennia, the Oregon State Legislature allocated funding to regional consortia of school districts, education service districts, community colleges, and universities to expand access to college credit in high school, calling the grant Regional Promise (Pierson & Hodara, 2016; Pierson & Hodara, 2018; Riggs et al., 2020). Regional Promise followed five core pillars adopted from Eastern Promise: a commitment to equity to ensure historically underserved students had access to college credit opportunities, a college-going culture, accelerated college credit, cross-sector partnerships, and cross-sector PLCs.

The Regional Promise grant⁸ was used to support a variety of activities aligned to meet these five pillars, including:

Expanding existing forms of earning college credit in high school, such as dual credit and Advanced Placement

Funding cross-sector partnership activities and PLCs that facilitated increasing course offerings of sponsored dual credit, like those that emerged from Eastern Promise

Implementing assessment-based learning, where a college and/or university partners award college credit by demonstrating students have achieved a college course's learning outcomes

⁸ Specifically, allowable uses of the regional promise grants included but were not limited to: stipend and travel reimbursements for individuals attending meetings, conferences, or other professional development activities with a strong alignment to the project outcomes and activities; release time for educators during the school year for planning activities related to the project; materials and equipment for classroom implementation related to the content of project activities; direct staff expenses related to program, activities, coordination and evaluation to project activities; consultation services with a direct alignment to the project outcomes and activities; support of professional development programs aligned to the project outcomes and activities; and reasonable expenditures for food at professional development sessions.

Regional Promise successfully increased the number of high school students who had access to college credit opportunities in Oregon and was associated with positive high school and postsecondary outcomes for Regional Promise high schools and student participants (Pierson & Hodara, 2016; Pierson & Hodara, 2018; Riggs et al., 2020).

Parallel and in response to the implementation of Regional Promise grants, in 2016 [Oregon's Higher Education Coordinating Commission](#) (HECC) developed standards for the state's three accelerated learning models: dual credit; sponsored dual credit, which expanded from Eastern Oregon to other regions of the state with Regional Promise funding; and assessment-based learning, which emerged from a partnership based at Western Oregon University. The HECC maintains the state standards and provides oversight for all three models.

Beginning in 2018, Oregon community colleges and public universities that offer college credit in the high school must participate in state-level self-study and peer review or provide evidence of NACEP accreditation. The process begins with a self-study submission to the HECC. The self-study is a set of documents due every six years that outline how the college or university is meeting state standards for dual credit, sponsored dual credit, or assessment-based learning credit. These documents include a narrative summary and artifacts of evidence for each standard and must be approved through a peer review cycle. If the evidence demonstrating how the partnership is meeting the state standards is absent or not strong enough, the institution is conditionally approved and must provide additional evidence over time that demonstrates meeting standards.⁹

The prevalence of sponsored dual credit in Oregon

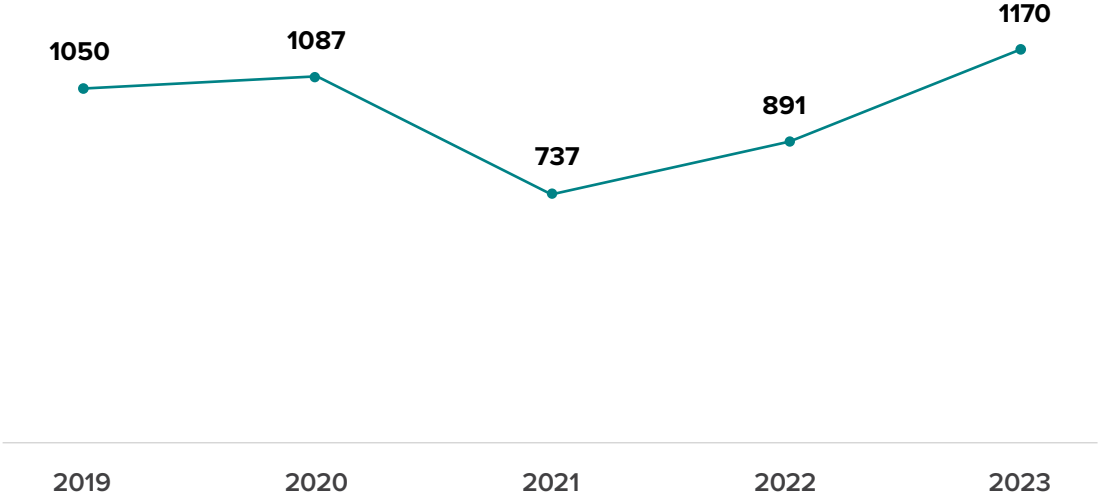
Since the 2018–19 school year, as part of the self-study and peer review process, HECC has collected annual reports with teacher and course-level data on each approved college course in the high school. We used these data to illustrate the prevalence of sponsored dual credit in Oregon (figures 1–3).

The number of institutions approved to offer sponsored dual credit (see table A1 in appendix A) and the number of sponsored dual credit courses have increased over time, despite a significant drop in the number of courses during the COVID-19 pandemic. In 2018–19, 1,050 sponsored dual credit courses were offered in high schools across the state, followed by a low point of 737 courses in 2020–21, when many Oregon schools and postsecondary institutions operated remotely due to the pandemic (figure 1). During that time fewer faculty members and high school teachers were available to participate in sponsored dual credit partnership activities, which are required in the Oregon standards for sponsored dual credit, and the requirements in the standards were not suspended or modified during the pandemic. Additionally, many of these partnership activities take place in person, such as PLCs and classroom observation. By 2022–23, the state

⁹ Oregon Administrative Rule 715-017-0005 describes how the HECC discontinues funding of credits in partnerships that are not approved or conditionally approved through the peer review process.

appeared to have recovered from most impacts of the pandemic on sponsored dual credit offerings: 1,170 sponsored dual credit courses were offered that year, surpassing the number offered in 2018–19.

Figure 1. The number of sponsored dual credit courses offered each year has increased over time

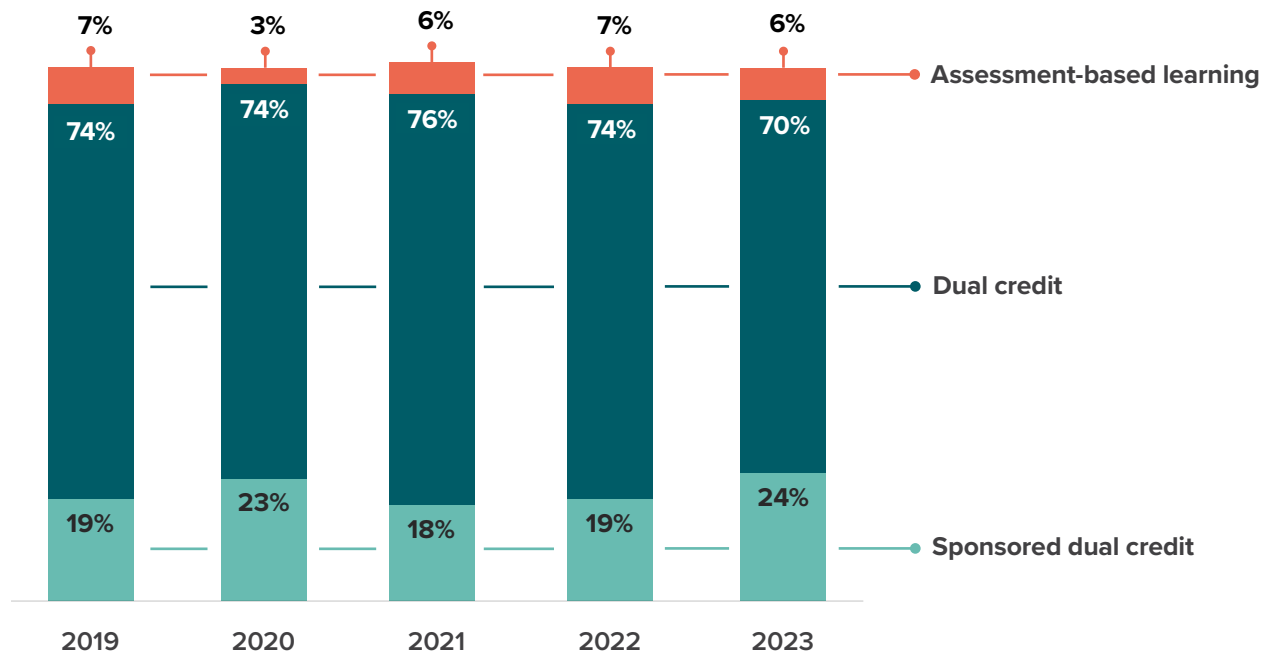


Note: 2019 = 2018–19 school year, and so on.

Source: Authors’ analysis of HECC course partnership data.

In addition to the number of courses increasing over time, sponsored dual credit is a growing proportion of college credit in the high school in Oregon. In 2018–19, 19 percent of courses were sponsored dual credit (figure 2). This percentage increased the next year, and then decreased due to the impact of the pandemic on sponsored dual credit partnership activities. But sponsored dual credit’s prevalence has recovered: In 2022–23, 24 percent of college credit in the high school courses were sponsored dual credit, while 70 percent were dual credit and 6 percent were assessment-based learning.

Figure 2. Nearly one-quarter of college credit in the high school courses in Oregon were sponsored dual credit in 2022–23, and this proportion has increased over time

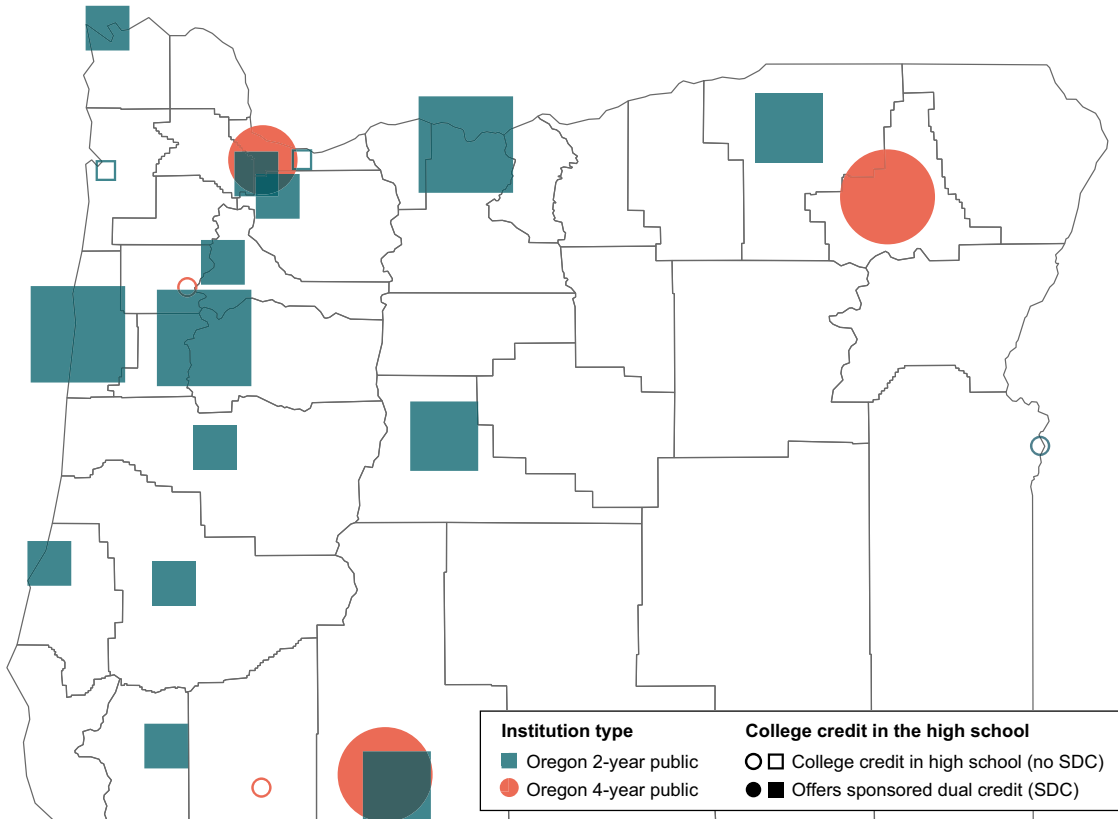


Note: 2019 = 2018–19 school year, and so on. Figure includes the 22 Oregon public colleges and universities that offer any type of college credit in the high school (assessment-based learning, sponsored dual credit, and dual credit).

Source: Authors’ analysis of HECC course partnership data.

The map of Oregon illustrates the postsecondary institutions that offer sponsored dual credit (figure 3). Of the 24 public institutions in Oregon, 22 offer college credit in the high school. Seventeen (17) of those 22 institutions offer sponsored dual credit. For nine institutions, at least 25 percent of their college credit in the high school courses are sponsored dual credit.

Figure 3. Sponsored dual credit was offered across Oregon in 2022–23



SDC = sponsored dual credit.

Note: Figure includes the 22 public colleges and universities that offered any type of college credit in the high school (assessment-based learning, sponsored dual credit, or dual credit) in 2022–23. Seventeen of the institutions offered sponsored dual credit, including one institution that was not approved.

Small shapes represent colleges and universities where 1–24% of college credit in high school is SDC; medium shapes represent colleges and universities where 25–49% of college credit in high school is SDC; large shapes represent colleges and universities where 50% or more of college credit in high school is SDC. Unfilled shapes show the seven colleges and universities that offer college credit in the high school but none of the courses are SDC. Two public universities that do not offer college credit in high school are not shown.

Source: Authors' analysis of HECC course partnership data.

Implementation of sponsored dual credit faculty standards

In Oregon, sponsored dual credit and dual credit are guided by standards relating to continuous improvement, student, curriculum, faculty, and assessment. With sponsored dual credit, a high school teacher is paired with a sponsoring faculty member at a community college or public university. The sponsoring faculty member is not only responsible for the college course offered and credit awarded, but they also oversee the high school teacher's orientation and ongoing professional development, the course curriculum and assessments, and course delivery. The sponsoring institution is responsible for ensuring compliance with accreditation guidelines, institutional rules and policies, sponsored dual credit state standards, and any agreements with the partnering district/high school and high school teachers.

To conduct the work for this brief, HECC received permission from the colleges and universities with sponsored dual credit courses to share self-study and peer review documents with the Education Northwest research team, which then reviewed and analyzed the documents to understand how sponsored dual credit is implemented in practice.¹⁰

Table 1. Institutions with approved sponsored dual credit in Oregon

College name	Year(s) of self-study documents
Blue Mountain Community College	2022
Central Oregon Community College	2018 and 2024
Clackamas Community College	2019
Clatsop Community College	2022
Columbia Gorge Community College	2020
Eastern Oregon University	2018 and 2024
Klamath Community College	2021
Lane Community College	2018 and 2024
Linn-Benton Community College	2018 and 2024
Oregon Coast Community College	2021

¹⁰ The original aim of the document analysis was to create a typology of sponsored dual credit in Oregon, or different models of sponsored dual credit. However, we found that distinct models just did not exist in practice, and the typology was not practical because there is too much variation in how sponsored dual credit is implemented within and across sponsoring institutions.

College name	Year(s) of self-study documents
Oregon Institute of Technology	2019
Portland Community College	2020
Portland State University	2018 and 2024
Southwestern Oregon Community College	2020
Tillamook Bay Community College	2019
Umpqua Community College	2019

Source: Higher Education Coordinating Commission.

To describe sponsored dual credit for the purposes of this brief, we focus on sponsored dual credit faculty standards, explore how these standards make sponsored dual credit distinct from dual credit, and illustrate the unique teacher qualification pathways for Oregon’s sponsored dual credit model. The full list of faculty standards is available in appendix B, and the full set of state standards is available online.¹¹

The sponsored dual credit partnerships follow the same four faculty standards as the dual credit model, and two of those four have specific guidelines for sponsored dual credit (F1 and F3). Three additional faculty standards are unique for sponsored dual credit (F5, F6, and F7). In sum, sponsored dual credit faculty standards are defined by these five state standards:



F1. High school teacher approval and authorization requirements that are unique to the partnership and do not include a master’s degree in the dual enrollment course subject area.



F5. Teaching partnerships between the high school teacher and sponsoring faculty member in which each fulfill specific roles and responsibilities and align the course syllabus, curriculum, and assessments with the college course.



F3. Regular, ongoing, and substantive interaction between the high school teacher and sponsoring faculty member that occurs at least once every academic term, quarter, or semester (depending on which calendar the college or university uses).



F6. Feedback for continuous improvement provided to the high school teacher.



F7. Access to essential academic resources provided to the high school teacher.

¹¹ Sponsored dual credit standards are here: <https://www.oregon.gov/highered/about/Documents/High-School-College/SDC%20Oregon%20Sponsored%20Dual%20Credit%20Standards%202019.pdf>



High school teacher approval and authorization

Sponsored Dual Credit-Faculty Standard 1. High school teachers teaching college or university courses as part of a Sponsored Dual Credit Program are approved and authorized by the sponsoring college or university in accordance with corresponding institutional policies, procedures, and practices.

Sponsored dual credit qualifications vary widely by institution and within each sponsoring institution since college departments determine sponsored dual credit teacher qualifications (e.g., math and English courses might have different requirements). Further, not all departments within a college participate in sponsored dual credit. We found that institutions and departments generally approve high school teachers to teach sponsored dual credit for specific courses through a combination of one or more of these qualifications:

Having a minimum of two or three years' experience teaching the course in the high school in the same subject as the college course

Having a bachelor's degree in the subject area

Having a master's degree in education, teaching, or another subject area

Three sponsoring institutions require that high school teachers be in the process of completing master's-level graduate coursework in the area in which they are teaching, and they must be on track to complete the degree within three years. Under this arrangement, sponsored dual credit is an on-ramp to dual credit.



Regular, ongoing, and substantive interaction

Sponsored Dual Credit-Faculty Standard 3. The sponsoring college or university has a well-documented process for regular, ongoing, and substantive interaction between high school teachers and college or university faculty in Sponsored Dual Credit Programs to address student learning outcomes, course content, delivery, and assessment to maintain consistency across course sections offered by the college or university. **This interaction must occur at least once a quarter/semester.** *(Dual credit has the same standard. For dual credit, this interaction occurs at least once a year.)*

Sponsored dual credit is defined by frequent and substantive interaction between sponsoring faculty members and high school teachers. There are three primary formats for this interaction:

PLCs (used by 11 sponsoring postsecondary institutions)

Individual or group mentorship (used by nine sponsoring postsecondary institutions)

Co-teaching (used by Portland State University only)

There is widespread variation in how the partnerships implement the three formats, particularly PLCs and mentorship. This allows partners in smaller, more rural, and geographically widespread areas to meet the standards without mandating how the partnership is structured, as long as the mentorship and collaboration are ongoing and demonstrate working toward stronger alignment with the college course.

PROFESSIONAL LEARNING COMMUNITY

In a PLC, the sponsoring faculty member for the sponsored dual credit course provides professional development to a group of high school teachers to ensure that their course content, delivery, assessments, and grading practices align with the college course. These activities are typically conducted in person, but some sponsoring institutions use online meetings to allow for more flexibility and convenience, particularly in rural areas where the district population spans a wide geographic area.

A common activity in a PLC is sharing student work and norming or calibrating grading. Sharing student work is crucial to PLCs: It results in shared learning between college faculty members and high school teachers about how high school students learn and how high school teachers approach teaching and assessing students' skills. High school teachers gain feedback on the alignment of their course materials to the college course and on their assessment of student performance. Faculty members gain valuable insight about how high school students are preparing academically for college, and they can learn new and creative ways to teach the material. In some PLCs, the faculty lead and high school teachers work together to co-create assessments, instructional materials, learning outcomes, and teaching methods.

PLC agenda items include a discussion of the course syllabi, learning outcomes, and assessments; problems of practice experienced by high school teachers; the sponsoring institutions' registration and grading procedures and other policies; and how to access and use the institutions' learning management system, library, and other college resources, among other topics.

In between PLC meetings, the faculty lead and high school teachers often communicate asynchronously and/or meet as needed.

The frequency of PLC meetings varies within and across sponsoring institutions, but meetings typically occur once per term, or four times a year. However, two partnerships have a monthly PLC. Additionally, three sponsoring institutions only hold PLC meetings twice (in the fall and spring) or just once a year and supplement the PLC with individual mentorship (see next section), where faculty members meet one-on-one with high school teachers.

INDIVIDUAL OR GROUP MENTORSHIP

At six institutions the sponsoring faculty member, who acts as a mentor, and high school teachers meet one-on-one or in small group meetings in addition to the PLC meetings.

At three institutions that do not hold PLCs, individualized or group mentorship is the primary form of discipline-specific collegial interaction. Mentorship is distinct from PLCs since it tends to be more

individualized for the high school teacher. Some sponsoring institutions follow a mentoring process for individual high school teachers that progresses from individual planning meetings to classroom observation and feedback and finally an end-of-term conference.

The frequency of individualized and group mentorship varies widely, from twice a month to once a term, and interaction can take place in person or online. Again, this flexibility allows individual partnerships to adopt a system that works best for their circumstances.

CO-TEACHING

Portland State University has a unique sponsored dual credit model for its Senior Inquiry Program that depends on very close collaboration between the high school and university teachers.¹² Each Senior Inquiry course is collaboratively taught by two high school teachers and one Portland State University faculty member. High school teachers participate in the same in-service meetings, faculty meetings, trainings, workshops, and professional development opportunities as campus faculty.

OTHER FORMS OF INTERACTION

In addition to these three forms of interaction, sponsoring institutions sometimes require high school teachers to participate in workshops, annual symposiums, in-service meetings, articulation meetings, faculty meetings, and other forms of collaboration and professional development.



Teaching partnerships

Sponsored Dual Credit-Faculty Standard 5. Teaching partnerships within Sponsored Dual Credit Programs demonstrate that the aggregate of the teaching roles within the partnership provides appropriate expertise in the content or professional area, and performs the duties, responsibilities and functions of traditional faculty, based upon clearly stated criteria, qualifications, and procedures. Sponsoring faculty members have clearly defined authority and responsibility and exercise a major role in the design, approval, and implementation of the teaching partnerships. *(This standard is unique to sponsored dual credit.)*

Sponsored dual credit is defined by high school teachers and sponsoring faculty members fulfilling clear roles and responsibilities. Across the sponsoring institutions, these roles and responsibilities tend to be similar despite some variation in implementation and frequency. The primary role of the high school teacher is to deliver a college course. To do so, high school teachers must:

¹² Website of Portland State University's Senior Inquiry Program: <https://sites.google.com/pdx.edu/unst-highschool-programs/home/senior-inquiry>

Use instructional materials (e.g., syllabi, assessments) provided by the sponsoring faculty member, co-develop instructional materials with the sponsoring faculty member, or develop and submit for approval instructional materials aligned with college requirements and expectations

Regularly meet and communicate with the sponsoring faculty member and participate in training and mentorships activities, including an orientation before teaching; at some institutions, a PLC that meets multiple times a year; and any ongoing professional development through the department

At some institutions, host classroom observation(s) by the sponsoring faculty member

At some institutions, submit student work samples or assessments to calibrate grading

Use resources (e.g., learning management system) provided by the sponsoring institution

Invite students to participate in the course evaluation process

Sponsoring faculty members typically must:

Develop and facilitate the orientation, which includes introducing the high school teacher to topics and activities of the college course, including but not limited to learning outcomes, the syllabus, assignments, exams and assessment projects, and measures of outcomes

Develop and facilitate ongoing professional development, which may include a PLC

Provide ongoing feedback to the high school teacher through classroom observation, meetings, and other forms of mentorship

Be available to the high school teacher via phone or email to provide support

At some institutions, review final grades and discuss concerns with instructor

Provide ongoing maintenance of course materials, including any necessary revisions and updates

In addition, sponsoring institutions have a coordinator that supports the high school teacher and sponsoring faculty member in aligning with state standards, completing partnership agreements or contracts, student course registration and final grade submission, accessing additional resources, and addressing noncompliance.

While sponsoring institutions tend to meet this faculty standard in similar ways, the analysis of self-study and peer review documents illuminated how institutions approach the alignment of the syllabus, curriculum, materials, and assessment in different ways: Some sponsoring institutions provide high school

teachers with the college course syllabus, curriculum, and assessments, and the teachers are required to use them with few adaptations. At other institutions, sponsoring faculty members and high school teachers co-create instructional materials, including syllabi, curriculum, and assessments. This often occurs during the PLC to ensure materials align with the college course and are suitable for the learning styles of high school students.



Feedback for continuous improvement

Sponsored Dual Credit-Faculty Standard 6. High school teachers teaching college or university classes as part of a Sponsored Dual Credit Program receive feedback for continuous improvement to ensure that student learning outcomes, course content, and assessment are consistent with the sponsoring college's or university's course, as determined by institutional policies, procedures and practices. *(This standard is unique to sponsored dual credit.)*

A key feature of sponsored dual credit is that sponsoring faculty members provide feedback to high school teachers to ensure course rigor and alignment and support continuous improvement efforts. Much of this feedback is provided through PLCs and/or individual or group mentorship meetings. Nearly all sponsoring institutions also rely on the following two practices:

Classroom observation
(used by 10 sponsoring institutions)

Norming grading
(used by 13 sponsoring institutions)

CLASSROOM OBSERVATION

Sponsoring faculty members observe the high school teacher delivering the course and provide written feedback. The frequency of classroom observation ranges from once per term to once per year. Sponsoring faculty members often used the same classroom observation protocol that is used to observe the college faculty members who teach the course.

NORMING GRADING

As noted above, norming grading (also called cross grading or calibrated scoring) is a key feature of the PLC. High school teachers bring student work or assessments to the PLC meeting, and sponsoring faculty members and high school teachers simultaneously grade or review graded assignments or assessments to ensure consistency. Outside the PLC, this practice takes place in other ways. For example, high school teachers submit student assessments, and sponsoring faculty members grade a subset to ensure alignment. At one community college, for example, if the average difference between cross-graded assignments is greater than half a letter grade, then the mentor and the high school teacher will review each cross-graded assessment together using a rubric to ensure that graded assignments meet the community college grading standards. The process is repeated until scores are normed to the college's grading standards.



Access to essential academic resources

Sponsored Dual Credit-Faculty Standard 7. High school teachers teaching college or university courses in a Sponsored Dual Credit Program have access to essential academic resources comparable to those used in other sections of the same courses offered by the sponsoring college or university as deemed appropriate by faculty in the department/program where credit will be awarded. *(This standard is unique to sponsored dual credit.)*

Sponsored dual credit is also defined by providing high school teachers with access to resources comparable to those available to college faculty members so that teachers can provide high school students with the same learning experience that college students receive. These resources include:

Orientation each year for additional administrative changes to sponsored dual credit systems or educational information for students such as for payment, disability services, etc.

Instructional and assessment materials

Digital teaching tools (e.g., Zoom, MediaSpace, Google applications)

Access to the institution’s learning management system (e.g., Canvas, Blackboard)

Access to the institution’s library and research databases

Online teaching resources and support services

In recent years, college faculty members have also provided high school teachers with information to share about the college’s basic needs services and resources, such as a college food pantry that is open to the community. Most college syllabi have a section on how to access basic needs services; these statements also appear on the syllabi for high school students so that high school teachers can explain to their students how to access basic needs services and resources.

Next steps and implications

Future learnings from this project

This brief describes what qualifications and supports look like in practice for high school teachers to deliver high-quality college credit in the high school even when they do not have graduate credit hours or a master's degree in the course subject area. Currently, there is limited research on how faculty qualifications influence student outcomes. Future research for this project will provide insight into whether a dual enrollment model that requires a master's degree in the course subject area (or a closely related one) has a differential impact on students compared to a dual enrollment model that accepts other credentials and experiences as equivalent, and how supports and qualifications (e.g., discipline-specific PLCs) for high school dual enrollment teachers influence student outcomes.¹³

Sponsored dual credit is at its heart an intensive partnership between college faculty members and high school teachers. This brief does not provide information on the amount of resources or time that sponsored dual credit requires from college faculty members, high school teachers, and coordinators. Future research for this project will explore these topics through qualitative data collection, including how sponsored dual credit is implemented and the extent to which partnership activities are integrated into typical workloads or require additional time and resources. The data we have now (see figures 1 and 2 and table A1 in appendix A) suggest that even without additional funding from the state through the Regional Promise grants, which ended in 2018–19, sponsored dual credit is thriving and growing in Oregon as districts, ESDs, and postsecondary institutions find ways to sustain and institutionalize sponsored dual credit practices (e.g., PLCs).

Implications of this brief

Oregon's sponsored dual credit model aligns with the standards set forth by Oregon's institutional accreditors, the NWCCU. Institutional accreditor policies allow states to consider the innovations in Oregon as they adopt institution-driven models of dual enrollment teacher qualifications. This brief describes unique faculty qualification standards associated with dual enrollment that could be adopted and adapted by other states to ensure alignment with institutional policies and support high school dual enrollment teachers to deliver high-quality college credit in the high school.

¹³ This study will use a statistical analysis to identify whether there are differential impacts for Oregon's dual credit model (which requires high school teachers to have a master's degree in the course subject area or a closely related one) versus Oregon's sponsored dual credit model (a dual enrollment model that does not require teachers to have a master's degree in the course subject area). This study will also examine the association between specific sponsored dual credit faculty qualifications and support practices and student outcomes.

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SUGGESTED CITATION

Hodara, M., Weeks-Earp, E., & Riggs, S. (2025). *Sponsored dual credit in Oregon: A unique dual enrollment teacher qualification design*. Education Northwest.

ACKNOWLEDGEMENTS

The authors are grateful for feedback from Alex Perry, Policy Advisor at Foresight Law and Policy; our state partners on this research project, Kristidel McGregor (accelerated learning specialist at the Oregon Department of Education) and Eric Juenemann (career connected learning specialist at HECC); and Nick Mathern, Director of K12 Partnerships at Achieving the Dream. We also thank the Oregon Dual Credit Coordinators for their feedback on the description of sponsored dual credit and the Dual Enrollment Research Fund Community of Practice for their insight on the implications of this brief.

This brief was funded by the Dual Enrollment Research Fund. Read more about the Dual Enrollment Research Fund at <https://dualenrollmentresearchfund.org/announcements/f/dual-enrollment-research-fund-announces-6-research-project-awards>

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Appendix A. Postsecondary institutions approved to offer sponsored dual credit

Table A1. Institutions with approved sponsored dual credit in Oregon

College name	2018	2019	2020	2021	2022	2023	2024
Blue Mountain Community College					X	X	X
Central Oregon Community College	X	X	X	X	X	X	X
Clackamas Community College		X	X	X	X	X	X
Clatsop Community College					X	X	X
Columbia Gorge Community College			X	X	X	X	X
Eastern Oregon University	X	X	X	X	X	X	X
Klamath Community College				X	X	X	X
Lane Community College	X	X	X	X	X	X	X
Linn-Benton Community College	X	X	X	X	X	X	X
Oregon Coast Community College				X	X	X	X
Oregon Institute of Technology		X	X	X	X	X	X
Portland Community College			X	X	X	X	X
Portland State University	X	X	X	X	X	X	X
Southwestern Oregon Community College			X	X	X	X	X
Tillamook Bay Community College		X	X	X	X	X	X
Umpqua Community College		X	X	X	X	X	X
Total postsecondary institutions	5	9	12	14	16	16	16

Source: Higher Education Coordinating Commission.

Appendix B. Oregon dual credit and sponsored dual credit faculty standards

Table B1. Oregon faculty standards for dual credit and sponsored dual credit

Dual credit faculty standards	Sponsored dual credit faculty standards
<p>DC-F1. Instructors teaching college or university courses through Dual Credit meet the academic requirements for faculty and instructors teaching in the college or university.</p>	<p>SDC-F1. High school teachers teaching college or university courses as part of a Sponsored Dual Credit Program are approved and authorized by the sponsoring college or university in accordance with corresponding institutional policies, procedures, and practices.</p>
<p>DC-F2. The college or university 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 or university courses.</p>	<p>SDC-F2. The sponsoring college or university provides high school teachers in Sponsored Dual Credit Programs with training and orientation in course curriculum, assessment criteria, course philosophy, and Sponsored Dual Credit administrative requirements before they begin to teach the college or university courses.</p>
<p>DC-F3. Instructors teaching Dual Credit sections are part of a continuing collegial interaction through professional development, access to essential academic resources, seminars, site visits, and ongoing communication with the college’s or university’s faculty and Dual Credit administrators. This interaction must occur before teaching the course and at least annually and address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.</p>	<p>SDC-F3. The sponsoring college or university has a well-documented process for regular, ongoing, and substantive interaction between high school teachers and college or university faculty in Sponsored Dual Credit Programs to address student learning outcomes, course content, delivery, and assessment to maintain consistency across course sections offered by the college or university. This interaction occurs at least once a quarter/semester.</p>
<p>DC-F4. Dual Credit Program policies address instructor non-compliance with the college’s or university’s expectations for courses offered through the Dual Credit Program (for example, non-participation in Dual Credit Program training and/or activities).</p>	<p>SDC-F4. Sponsored Dual Credit Program policies at each sponsoring college or university address teacher non-compliance with the college’s or university’s expectations for courses offered through Sponsored Dual Credit Programs (for example, nonparticipation in Sponsored Dual Credit Program training and/or activities). Such policies clearly define the impact of non-compliance, including the effect on awarding college or university credit.</p>

Dual credit faculty standards	Sponsored dual credit faculty standards
No standard	<p>SDC-F5. Teaching partnerships within Sponsored Dual Credit Programs demonstrate that the aggregate of the teaching roles within the partnership provides appropriate expertise in the content or professional area, and performs the duties, responsibilities and functions of traditional faculty, based upon clearly stated criteria, qualifications, and procedures. Sponsoring faculty members have clearly defined authority and responsibility and exercise a major role in the design, approval, and implementation of the teaching partnerships.</p>
No standard	<p>SDC-F6. High school teachers teaching college or university classes as part of a Sponsored Dual Credit Program receive feedback for continuous improvement to ensure that student learning outcomes, course content, and assessment are consistent with the sponsoring college’s or university's course, as determined by institutional policies, procedures, and practices.</p>
No standard	<p>SDC-F7. High school teachers teaching college or university courses in a Sponsored Dual Credit Program have access to essential academic resources comparable to those used in other sections of the same courses offered by the sponsoring college or university as deemed appropriate by faculty in the department/program where credit will be awarded.</p>

Source: Higher Education Coordinating Commission.

Dual credit standards can be found here: <https://www.oregon.gov/highered/about/Documents/High-School-College/DC%20Oregon%20Dual%20Credit%20Standards%202019.pdf>

Sponsored dual credit standards can be found here: <https://www.oregon.gov/highered/about/Documents/High-School-College/SDC%20Oregon%20Sponsored%20Dual%20Credit%20Standards%202019.pdf>