



CHECKLIST FOR PORTFOLIO DEVELOPMENT OF DUAL ENROLLMENT COURSES

When seeking to establish or scale a Dual Enrollment program, the college needs to develop a portfolio of course offerings for the high schools based on alignment of programs. Several steps need to be taken when developing a thoughtful selection of courses.

- Determine which preparatory course/s should be taken by all students prior to taking DE classes (orientation, student success, career exploration). Build this class into all DE offerings at the schools.
- Develop a chart for each high school showing current early college credit offerings including AP classes and classes offering high school articulated credit
 - If any of the teachers of the high school articulated classes meet the college's minimum qualifications to teach as college adjuncts, convert classes to DE
- Develop a chart for each high school showing current CTE programs and majors programs
 - Identify gaps in these programs where no college credit is currently being offered. Filling these gaps will be a primary strategy.
- Develop a chart of college meta-majors and programs within those meta-majors. Identify which meta-majors and programs currently offer DE credit.
 - Identify gaps in these programs/ meta-majors where no college DE credit or articulated high school credit is currently being offered. These can be elective classes for the students.
 - Encourage development of introduction to meta-major curriculum for each meta-major that can be offered as DE.
- Cross-map classes required by high schools for either high school completion/ A-G completion that match corresponding college classes. For example, world history or performing arts. Offer these classes as DE.
- Cross-map classes that are required for community college IGETC general education/ CSU Breadth completion that either match or would supplement existing high school classes. Find out which classes schools would want to offer as DE.
- Offer remedial English/ math college classes and/or college-level English/ math classes to high schools. Students completing their college-level English/ math while in high school or in their 1st semester of full-time college would lead to higher levels of students attending the college and successfully completing college.
- Ask high schools to provide data on which college classes students are taking as concurrent enrollment, either after school or during the summer, and consider offering these classes as DE.
- Explore possible course offerings for students with disabilities and English language learners.
- Update DE course offerings as new programs are developed at the college or high schools.