



OREGON COAST  
COMMUNITY COLLEGE

# DUAL CREDIT HIGH SCHOOL FACULTY HANDBOOK 2019-2020

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The  
OCCC  
Dual  
Credit

program adheres to State Standards in the conduct, oversight, assessment, and evaluation of its Dual Credit offerings. This handbook is available for faculty to help ensure they have the information they need to be successful. We continue to research ways to strengthen our program and to increase student success in meeting their educational goals.

Oregon Coast Community College website address: [www.oregoncoastcc.org](http://www.oregoncoastcc.org)

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## Part I: General Information

### Credentials

Oregon Coast Community College (OCCC) delivers college credit instruction, certificates, and degrees through its Intergovernmental Services Agreement with Portland Community College (PCC), which is accredited through the Northwest Commission on Colleges and Universities (NWCCU). NWCCU is a regional postsecondary accrediting agency recognized by the US Department of Education. Credits, certificates, and degrees earned at OCCC appear on PCC transcripts and are transferable to other institutions, subject to the specific policies of the receiving institutions. More information about OCCC can be found at <http://www.oregoncoastcc.org/college-catalog/>

### Equal Opportunity

The College prohibits unlawful discrimination based on race, color, religion, national origin, sex, marital status, disability, veteran status, age, sexual orientation, or any other status protected by federal, state,

or local law in any area, activity or operation of the College. The College also prohibits retaliation against an individual for engaging in activity protected under this policy and interfering with rights or privileges granted under anti-discrimination laws. In addition, the College complies with applicable provisions of the Civil Rights Act of 1964 (as amended), related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (as amended), Uniformed Services Employment and Reemployment Rights Act (“USERRA’), and all local and state civil rights laws. Under this policy, equal opportunity for employment, admission, and participation in the College’s programs, services, and activities will be extended to all persons, and the College will promote equal opportunity and treatment through application of this policy and other College efforts designed for that purpose. (OCCC Board Policy 301).

Persons having questions about equal opportunity and non-discrimination should contact:

Cindy Carlson

Dean of Students

541-867-8501

## OCCC Mission, Vision, Values & Core Themes

### **Vision**

Shaping the Future Through Learning

### **Mission**

At Oregon Coast Community College, we equip students for success by providing educational pathways and supports in response to the diverse needs of our community. Through accessible and engaging programs, we enrich the economic and civic vitality of Lincoln County and beyond.

### **Values**

The Board of Education, administration, faculty, staff and students of Oregon Coast Community College commit to these values:

- Accountability: We accept responsibility for our actions and commit to transparent practices.
- Collaboration: We purposefully build partnerships to achieve common goals.
- Excellence: We hold ourselves to the highest standards and are committed to continuously improving the work we do.
- Inspiration: We show curiosity, illuminate new possibilities and ignite the joy of thinking well.
- Integrity: We act with honesty and authenticity to foster a culture of ethics and respect that embodies our work and serves the community.
- Learning: We celebrate the life-long process of developing valuable knowledge and skills.
- Sustainability: We are responsible stewards of our financial, material, natural and human resources.

- Equity: We embrace diversity and address the inequities and barriers that prevent people from learning and working to their full potential.

### **Core Themes**

1. Equip students for success (student success)
2. Provide effective educational pathways and supports (supported pathways)

## **OCCC Staff Contact Information**

Office of Instruction

541-867-8541

[officeofinstruction@oregoncoastcc.org](mailto:officeofinstruction@oregoncoastcc.org)

Dan Lara, Dean of Academics

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Ann Hovey, Associate Dean of Academic Affairs & Registrar

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Student Services

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Cindy Carlson, Dean of Students

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Kimberly Jones, Enrollment Services Manager

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Layton Spence, Financial Aid Specialist

541-867-8503

[layton.spence@oregoncoastcc.org](mailto:layton.spence@oregoncoastcc.org)

## About OCCC Dual Credit

Educational experiences that provide high school students with the opportunity to earn college credit while in high school are known in Oregon as “accelerated learning” programs. Dual Credit and Sponsored Dual Credit are two forms of accelerated learning, wherein high school students benefit from an articulation agreement between their high school and a partnering college, to earn college credit for equivalent courses taught in the high school setting.

In Dual Credit courses, the high school teacher is qualified to act as a proxy faculty member for the college or university when teaching the course. High school and college faculty review high school course curriculum and ensure alignment between assessment methods, course content and instructional philosophy. These courses are sufficiently similar to enable the student to be described as “taking a course” from the postsecondary institution.

In Sponsored Dual Credit courses, a high school teacher partners with a sponsoring faculty member at a college or university to offer the course. The college faculty sponsor and the high school faculty member meet periodically before, during, and after course instruction to ensure and review consistency between course curriculum, content, assessment methods, and pedagogical philosophy, with classroom visitation and assessment by the faculty sponsor. These courses are sufficiently similar to enable the student to be described as “taking a course” from the postsecondary institution.

With the exception of the mentoring process between the high school and college faculty members, dual credit and sponsored dual credit classes are conducted in the same manner, and governed by the same policies, procedures, and standards.

Courses offered through the OCCC Dual Credit program provide the opportunity for high school students to earn college credit while still in high school. Students who satisfactorily complete articulated courses taught at their high school, by qualified high school faculty providing the same rigor and content as an on-campus college class, are eligible to receive OCCC credit.

## Benefits to Students of Participation in Dual Credit Courses

By participating in Dual Credit courses, students can earn OCCC credit in:

- University Transfer courses that count toward a bachelor's degree in subject areas such as Literature, Biology, Health, History, Math and Music.
- Career & Technical Education courses which lead to an associate's degree or certificate in programs such as Aquarium Science, Certified Nursing Assistant, Criminal Justice, Medical Assisting, and Nursing.

High school Dual Credit students earn OCCC credit at no financial cost to them. They develop the college readiness skills needed to transition to college to earn a degree or certificate. In Career and Technical Education (CTE) courses, students develop technical and work readiness skills that prepare them for a career as well as further education. Additionally, articulated coursework raises the level of rigor of the high school experience.

In addition, participation in dual credit courses has been found to:

- Enhance the student's ability and skills to do college level work and gain confidence for college success.
- Save money by receiving free college credit and shortening the amount of time after high school to complete a college degree.
- Research shows Dual Credit students are more likely to finish college and earn more credits by the second year of college.

Additional benefits for Lincoln County high school students:

- OCCC credits are transferable to all college/universities within the Oregon University System and many other institutions.
- Students entering the military may earn higher rank with earned college credit.
- Dual credit students have access to OCCC student support services such as academic advising, the Career and Transfer Readiness Center, and use of the College Library.

## Benefits to High Schools & OCCC of Student Dual Credit Participations

- Collaboration between college and high school administrators and faculty on curriculum, instructional methods, ideas and experiences benefit all students.
- Coordinated curriculum reduces redundancy and increases rigor of courses between high school and college.
- Dual Credit students are more likely to graduate high school and finish college on time.

## Do High School Dual Credit Students Have Greater Success When They go on to College?

YES.

In 2018 REL Northwest completed a study of accelerated learning programs in Oregon to survey results and outcomes for high school students who have completed dual credit courses. The study was undertaken to provide evidence for the State legislature that funds invested in these programs were yielding meaningful results for students, and surveyed results for high school students who enrolled in dual credit classes during the 2013-2016 school years.

Results from this study indicated that:

- in 2015/16, one in three public high school students took at least one form of accelerated learning.
- In 2015/16, one in four juniors and seniors took a dual-credit course.
- In 2015/16, nearly all public high schools in Oregon had at least one form of accelerated learning.

Compared to similar students who did not enroll in accelerated learning opportunities, students who enrolled in accelerated learning courses in 2015 were:

- 30 percentage points MORE likely to graduate from high school
- 25 percentage points MORE likely to enroll in college, and
- 22 percentage points MORE likely to persist (remain successfully enrolled) in college.

Two thirds of dual credit students who transferred from high school to a college or university transferred in with all their dual credit courses accepted for credit.

Other results from the REL study identified some concerns in the following areas:

- While nearly two-thirds of high school students who took dual credit classes in high schools transferred all credits to a college or university when they graduated, nearly one in three students were not able to transfer all credits taken in dual credit courses.
- Students who were economically disadvantaged were less likely to participate in accelerated learning compared to their peers who were not economically disadvantaged. In addition, schools with a higher percentage of economically disadvantaged students had lower participation rates in accelerated learning.

These results have created a focus in the state on Educational Equity and Credits with a Purpose. OCCC has adopted an Equity and Inclusion lens as part of its strategic planning priorities, which is applied in all college endeavors. In addition, OCCC's dual credit offerings prioritize courses, including general education and CTE courses, which most commonly transfer to other colleges, to help ensure a student's transfer credits are meaningful and accelerate student progress through college programs.

## Oregon Standards for Dual Credit Programs

Oregon's Dual Credit programs create the opportunity for our students to take college-level courses while still in high school. The State Higher Education Coordinating Commission (HECC) has statutory responsibility for development, oversight and approval of the three accelerated learning models of Dual Credit, Sponsored Dual Credit, and Assessment-Based Learning Credit. Established standards for each of these models provide specific guidelines for high school based college credit partnerships related to curriculum, faculty, students, tuition and fees, assessments, program improvement, and transcription and transferability of credits.

Beginning in academic year 2016-2017, all institutions offering high school-based college credit programs aligned with HECC-adopted accelerated learning standards. Approved accelerated learning programs conduct a six-year review of their program's alignment with state standards, with a three-year interim report. The Dual Credit standards include standards for curriculum alignment, high school-college faculty interaction and collaboration on curriculum, assessment, and pedagogy, and standards for equivalency in assessment and student achievement.



The OCCC Dual Credit program adheres to State Standards in the conduct, oversight, assessment, and evaluation of its Dual Credit offerings. The Oregon Dual Credit Standards are provided on the next page.

## Oregon Standards for Dual Credit and Sponsored Dual Credit Programs

Standard	Detail
Curriculum 1 (C1) College Courses	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) Transcripted Credits	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) Department Philosophy	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) Qualifications	Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in the college or university.
Faculty 2 (F2) Orientation	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.
Faculty (F3) Collegial Interaction	Instructors teaching dual credit sections are part of a continuing collegial interaction, through professional development, seminars, site visits, and ongoing communication with the college's or university's faculty and dual credit administrators. This interaction must occur at least annually and address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty (F4) Non-compliance	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).
Students 1 (S1) Enrollment	The college or university officially registers or admits Dual Credit Program students as degree-seeking, non-degree seeking, or non-matriculated students of the college or university and records courses administered through a Dual Credit Program on official sponsoring college or university transcripts.
Students 2 (S2) Pre-requisites	Colleges or universities outline specific course requirements and prerequisites for students.
Students 3 (S3) Student Rights and Responsibilities	High school students are provided with a student guide that outlines their responsibilities as well as providing guidelines for the transfer of credit.
Assessment 1 (A1)	Dual credit students are held to comparable standards of achievement as those expected of students in on-campus sections.

Standards of Achievement	
Assessment 2 (A2) Grading Standards	The college or university ensures that Dual Credit Program students are held to comparable grading standards as those expected of students in on-campus sections.
Assessment 3 (A3) Assessment Methods	Dual Credit students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

## Part II: Essential Information for High School Dual Credit Faculty

Obtaining approval to teach dual credit classes includes both approval of the high school faculty member and approval of the course itself. Approval of the high school faculty member includes a review of the

faculty member's academic credentials and of their professional and teaching experience. Approval of the instructor's course includes a review of the equivalency of course content, course outcomes, and assessment methods, with a review of the instructor's course syllabus. High school faculty interested in articulating their course with OCCC for students to receive dual credit should submit a copy of an updated resume, college transcripts, and a short history of their professional and/or teaching experience to Dan Lara, OCCC Chief Academic Officer, at [dan.lara@oregoncoastcc.org](mailto:dan.lara@oregoncoastcc.org). The faculty member's materials should be accompanied by a description of the course they are proposing for dual credit. The faculty member's credentials will be reviewed by the Chief Academic Officer and related department faculty.

Dual credit faculty are required to participate in dual credit faculty meetings and assessments of their courses, as part of the condition for approval to participate. Failure to attend meetings and participate in assessment activities may result in the withdrawal of approval for dual credit participation. Conditions which may lead to withdrawal of dual credit approval are outline in Part IV, Resolving Quality Concerns.

## Required Instructor Qualifications for Approval to Teach Dual Credit

All classes offered for OCCC Dual Credit must be taught by faculty who meet the minimum qualifications required for each subject area. Below are general guidelines of what expectations a high school faculty must meet based on the type of class offered.

### Career and Technical Education (CTE) Faculty

There are six ways to qualify, ranging from having a master degree in the subject area and three years of recent full time industry experience to an associate degree and 5-years recent full time industry experience. Listed below are the different criteria (any one of them) in general that a CTE faculty would need to qualify.

- Master's degree in subject area and three years of recent full time, non-teaching experience in the field.
- Master's degree in related area plus 30 quarter hour's graduate credit in upper division coursework in subject area, and three years of recent full time, non-teaching experience in the field.
- Bachelor's degree in subject area and four years of recent full time, non-teaching work experience in the field.
- Bachelor's degree in related area plus 30 quarter hour's graduate credit in upper division coursework in subject area, and four years of recent full time, non-teaching experience in the field.
- AAS degree in subject area or professional education plus five years of recent full time, nonteaching work experience in the field.

- Demonstrated competency and/or qualifications set by licensing organizations in the field.

## University Transfer (UT) Faculty (General Education/Transfer Discipline Courses)

In order to articulate courses through the OCCC Dual Credit program, high school faculty must meet the same Instructor Qualifications as on-campus faculty. Listed below are the different criteria (any one of them) a University Transfer faculty would need to qualify.

- Master's degree in subject area, or
- Master's degree in related area plus 30 quarter hour's graduate credit in subject area, or
- Demonstrated competency in field

High school faculty must provide the OCCC Dual Credit program office with a copy of their college transcripts and current detailed Curriculum Vitae (CV) or resume. Career & Technical Education faculty should also include a detailed work history of related industry experience.

Note: web transcripts are not acceptable.

High school faculty who are interested in becoming approved to offer OCCC Dual Credit for their classes should send a current resume, or CV, and transcripts to Dan Lara, Chief Academic Officer at [dan.lara@oregoncoastcc.org](mailto:dan.lara@oregoncoastcc.org).

High school faculty whose current level of qualifications may not meet the minimum standard may qualify for a sponsored dual credit teaching assignment. Sponsored Dual Credit courses are taught and governed by the same standards as traditional dual credit classes. In cases where OCCC college faculty agree to articulate a course under Sponsored Dual Credit provisions, a college faculty member teaching the on-campus class works closely with the sponsored high school faculty member to ensure course equivalencies in content, rigor, assessment methods, and pedagogical philosophy.

## Course Approval

All OCCC courses must have a syllabus on record for each class taught. OCCC Dual Credit faculty are required to provide a syllabus to their students and to submit one to the OCCC Faculty Liaison no later than October 1<sup>st</sup> of every school year. Because Oregon Coast Community College (OCCC) currently receives accreditation through a contractual relationship with Portland Community College (PCC), PCC provides the final guidelines for many course approval requirements.

Required components for Dual credit course syllabi are provided on the following page:

<https://www.oregoncoastcc.org/instructional-resources/>

## Required Components for Dual Credit Course Syllabi:

□ High school name and address, faculty name, office location, office hours, phone number and extension, and email address.

- High school course title and equivalent articulated OCCC course title and number (example: Advanced Senior English, OCCC WR 121-English Composition). Note overall contact/instructional hours for your course (must meet minimum stated on PCC's Course Content and Outcome Guides <https://www.pcc.edu/ccog/>).
- Current academic year: include link <http://www.oregoncoastcc.org/high-school-students/>.
- Course description and course outcomes from PCC's CCOG at [www.pcc.edu/ccog/](http://www.pcc.edu/ccog/).
- High school course prerequisites, if any.
- Instructional materials (e.g. textbooks, supplies, equipment).
- Grading criteria: clearly note if there are additional curriculum requirements for college credit (Please include a grading summary, including each assignment or task's percentage of total grade. Break down how many points are allocated to tests, essays, class participation, attendance and specific assignments for the course) Note: for OCCC Dual Credit grade calculations, students will not be allowed to retake examinations.
- OCCC Grading Guidelines statement: include the following *"For specific information related to OCCC grading guidelines, please refer to the OCCC Dual Credit Student Handbook accessible through your high school faculty and located at <http://oregoncoastcc.org/high-school-students/>. Information related to Add/Drop/ Withdraw deadlines is also detailed in the Student Handbook."*
- Attendance and make-up policies.
- Code of Student Conduct: *reference Lincoln County School District's policy and OCCC's Policy at <http://www.oregoncoastcc.org/student-conduct/>.*
- Flexibility statement: *The faculty reserves the right to modify course content and/or substitute assignments and learning actives in response to institutional, weather or class situations.*
- Schedule of Learning Activities: schedule of textbook readings, assignments, tests, projects, etc. assigned weekly for the course. Include major assignments and due dates.
- Americans with Disabilities Act (ADA) statement

**In addition to the above required items, it is suggested that faculty include the following:**

- How to access CANVAS instructions on the Canvas site. The student accesses Canvas through their [myOCCC](#) account.
- Links to OCCC's website at [www.oregoncoastcc.org](http://www.oregoncoastcc.org) and OCCC Dual Credit webpage at <http://www.oregoncoastcc.org/high-school-students/>
- On-Campus Resources (e.g. Academic Advising, Library, and [myOCCC](#)).

- Academic Integrity: See OCCC's *Academic Integrity Policy* at <http://www.oregoncoastcc.org/academic-integrity/>.
- Equal Opportunity statement: see OCCC's at <http://www.oregoncoastcc.org/equal-opportunity/>.

## Articulation Agreements

Once a faculty and course(s) are approved, the OCCC creates an Articulation Agreement to be signed by OCCC and the high school. The agreement states the responsibilities of both the high school and the college and is signed by the high school faculty and principal, the college High School Liaison, and the Associate Dean of Academic Affairs.

Newly approved Dual Credit faculty will have an Articulation Agreement for Initial Approval. This initial articulation agreement will be for the current school year. If after the initial school year there are no changes to the agreement, and the course meets college expectations, then a 3-Year Renewal Articulation Agreement will be signed.

A sample Articulation Agreement is provided for your information in the Attachments to this handbook. Both the initial one-year agreement and the subsequent three-year agreement contain the same information.

## Course Assessments: Purpose of Course Assessments

Oregon developed Dual Credit Standards to assure the quality of and consistency between instruction of Dual Credit offerings at colleges and universities throughout the state. Standards include required interactions between high school and college faculty, at least once annually, to address issues and ensure consistency in course content, course delivery, assessment, evaluation, and professional development in the field of study.

OCCC adheres to these standards through the promotion of close collaboration and interaction between participating faculty members, with a regular review and evaluation of the course, including a site visit by the college faculty member to the high school class. This assessment process takes place during year one of the dual credit high school faculty member's instruction, with a comprehensive review occurring once every three years thereafter.

High school and OCCC faculty involvement in this process is not only necessary, it assures quality of Dual Credit programs, and develops collegial relationships. Assessments can vary from evaluation of posted syllabi on the OCCC Dual Credit Spaces website, to classroom site visits, workshops or other ideas that faculty consider relevant and valid. The course assessment component of Dual Credit pledges that the

course offered at the high school meets or exceeds the *rigor, pedagogy* and *outcomes* of the on-campus course.

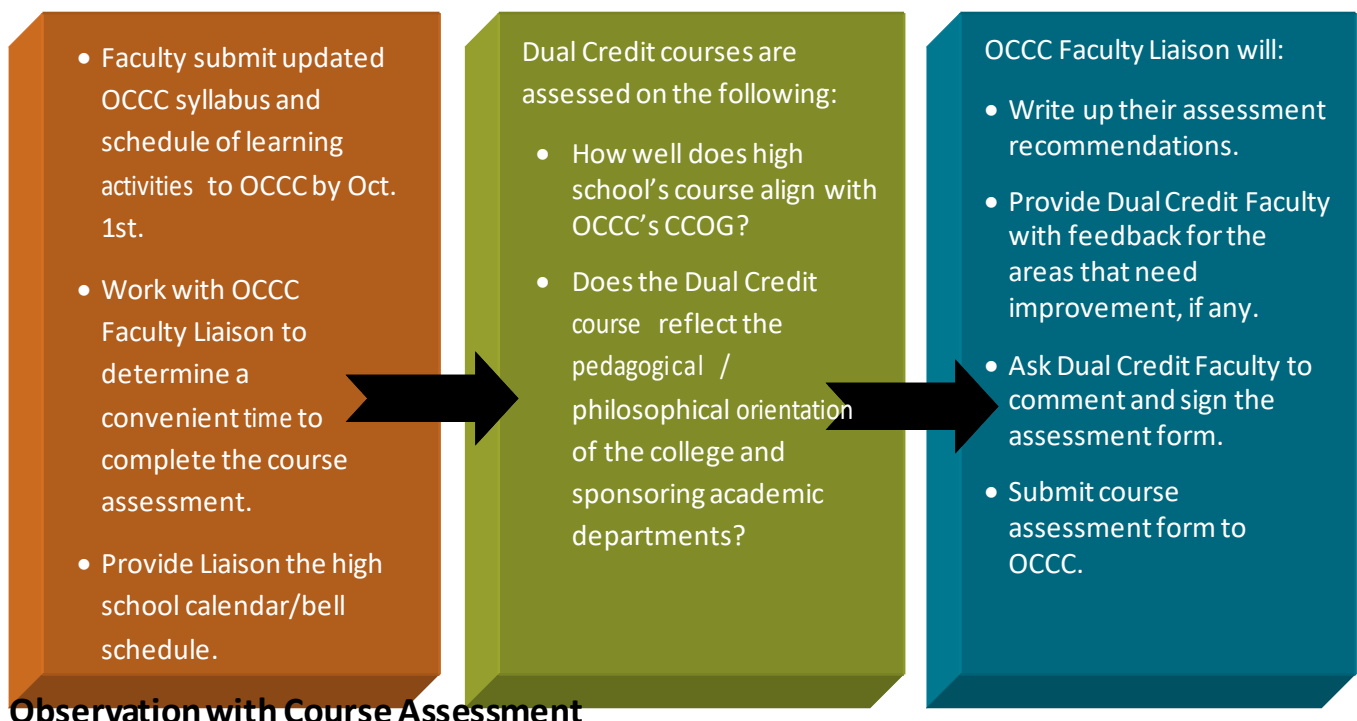
Courses that are approved through a 1-Year Initial OCCC Dual Credit Articulation Agreement must be assessed during that academic year. Courses approved with a 3-Year Renewal OCCC Dual Credit Articulation Agreements are reviewed at least once during the three years noted on the agreement.

## Course Assessment Process (Question on this for Dan – this implies we assess equivalency DURING instruction?)

### Before Instruction

### At the Time Of Instruction

### After Instruction



### Observation with Course Assessment

An observation takes place through a site visit to the school building on a regular school day. Faculty with 1-Year Initial OCCC Dual Credit Articulation Agreements must be assessed within that academic year. Faculty with 3-Year Renewal OCCC Dual Credit Articulation Agreements are assessed at least once during the three years noted on the agreement.

During the course assessment, liaisons are required to complete the "OCCC Dual Credit Course Assessment Form," (a copy of this form is included in Part IV of this handbook). High school faculty are encouraged to sign only completed forms. Faculty Liaisons will share a copy of the assessment with the high school faculty member and with the OCCC Dual Credit Coordinator.

### Observation and/or Conference



The OCCC Faculty Liaison observes the OCCC Dual Credit class period or meets with the high school faculty to discuss topics related to the course that may include but are not limited to developing curriculum, sharing ideas and best practices, and answering questions, etc. This type of visit is not mandatory but may be useful for purposes of following up with the high school faculty after making suggestions for improvement.

## **Presentations to Students**

OCCC Faculty Liaisons may present to the students a curriculum-related topic or information about OCCC. This is not required under regular Liaison responsibilities, however, these types of visits can be powerful ways to assist students with the transition process to college.

## **Other Essential Faculty Information**

The OCCC Dual Credit program MUST receive a current updated copy of the Dual Credit Faculty's OCC syllabus and Schedule of Learning Activities for each course by October 1st of every new school year. Your OCCC Dual Credit syllabus must be distributed to all OCCC Dual Credit students prior to the time of registration. Prior to submitting your OCCC syllabus to the OCCC, verify that it meets the OCCC requirements detailed in the Articulation Agreements in this handbook.

Dual Credit faculty, like other OCCC Faculty access all of their class rosters, including the grade roster in SharkNet Faculty Resources. To find the SharkNet Log In screen, faculty go to the college website, <http://www.oregoncoastcc.org/>, and select the "Employee Resources" link at the bottom of the homepage. The next step will be to click on the link that reads "Click to jump to Sharknet login Screen". Staff will receive their log in credentials from the OCCC Liaison at the start of their assignment.

## **How to Submit your OCCC Syllabus**

Simply email your OCCC syllabus before October 1 to [enrollment.services@oregoncoastcc.org](mailto:enrollment.services@oregoncoastcc.org).

## **OCCC Dual Credit Communication**

Prior to the start of the new school year, a general communication will provide an overview of the program and procedures, OCCC policies, previous year's enrollment numbers and highlights.

## **Access to OCCC Email**

As a dual credit faculty member you will be assigned an OCCC email address. This is the email account used for all college related communication. OCCC email addresses are typically formatted as: [firstname.lastname@oregoncoastcc.org](mailto:firstname.lastname@oregoncoastcc.org).

Dual Credit faculty may access their OCCC email by going to the college website, <http://www.oregoncoastcc.org/>, and selecting the "Faculty and Staff Resources" link at the bottom of the homepage. Click on the "Webmail Login" button. The Employee Resources link follows: <http://www.oregoncoastcc.org/facultyandstaff/>

Email is the primary communication tool the college uses. Students, staff and faculty may forget to log in and check their email accounts. It is important for faculty to inform students at the beginning of class to expect email communication from the college.

## Student Class Evaluations

The student class evaluation process at OCCC is to be reviewed by the Dean of Students and selected faculty. The evaluations will be conducted every term. The evaluations will be reviewed by the Dean of Students and shared with the faculty. They will be used as one tool to evaluate faculty performance (along with other measures) and to assist with professional development needs for the faculty and for the departments.

## Submitting Final Grades

Dual Credit faculty submit their grades to the College using the grading roster available beginning the last week of the term in SharkNet Faculty Resources. Additional instructions and deadlines will be emailed to you by the Enrollment Services Manager prior to the end of each term. If you have questions, please email [enrollment.services@oregoncoastcc.org](mailto:enrollment.services@oregoncoastcc.org).

## Grade Changes

Instructors may email grade changes to the OCCC Enrollment Services Manager at [enrollment.services@oregoncoastcc.org](mailto:enrollment.services@oregoncoastcc.org).

## Part III: Important Information for Your Dual Credit Students

Prospective Dual Credit students should read the Dual Credit Student Handbook available at <http://www.oregoncoastcc.org/high-school-students/>. This student handbook includes information about student rights and responsibilities, transcripts and the transcript request process, special needs accommodations and program availability to underserved students.

### Admissions and Registration

1. Before a student can register for OCCC Dual Credit courses, they must enroll with the college by completing the online admissions form. This form is located on the OCCC website: <https://www.oregoncoastcc.org/apply/>.
2. Once the student has accessed the admissions form at <https://www.oregoncoastcc.org/apply/>, they should click on the “Apply” button for New Students. The system will ask for the student’s Social Security Number (SSN). If the student does not know their SSN, a 9-digit student number will be generated in its place. After completion of enrollment, the college will issue the student a 7-digit student ID number. The student will need this ID number or their SSN in order to access their account for the first time. When the student first logs in to their new OCCC account, they will be asked to create a password. The student will need to input their password every time they log in to their [myOCCC](#) account. If the student has any problems with the admissions or login process, they should contact OCCC Student Services at 541-867-8501.
3. After the student has completed the OCCC enrollment process, they must then contact the instructor at their high school who teaches the course they wish to take. If the instructor determines that the student has met the necessary prerequisites for the course and would like to allow the students to register for the course as a Dual Credit student, then the instructor will give the student a 4 letter registration code in order for the student to complete online registration through the college website.
4. When students register for their dual credit course, they may be asked to select a grading option for the course. Not all courses will provide this option for the student. Grading options are presented on the following page.

### OCCC Grades

#### Traditional Graded System

The traditional grade system uses **A, B, C, D, and F**, as defined under “Grade Definitions.”

If available, students may select this grade system option at registration or change to this grade system option at any time during the first 80% of a course's term.

Degree or certificate requirements may only allow specific grade system options.

## Pass/No Pass System

This grade system uses **P** and **NP** as defined under “Grade Definitions.”

**Transfer Students** should be aware that four-year institutions limit the number of pass/no pass credits that may be applied to a degree and frequently recalculate the student's grade point average by weighting each **P** as if it were a **C** or **D** and each **NP** as if it were an **F** from the traditional graded system.

If available, students may select this grade system option at registration or change to this grade system option at any time during the first 80% of a course's term.

**Subject Area Committees** may specify whether this grade system option is unavailable for each course in its control.

Degree or certificate requirements may only allow specific grade system options.

Students who stop attending and who fail to drop or withdraw from a class by the published deadlines may earn a grade of F or NP according to the grade system option selected by the student.

Students having excessive absences and who fail to drop or withdraw from a class by the published deadlines may earn a grade of F or NP according to the grade system option selected by the student.

## Repeat Policy

The most recent grade earned for a course will be calculated into the GPA and the total credit hours earned; all other grades earned for that course will be excluded from the GPA and the credit hours earned. All grades earned—including a D or an F—will appear on the transcript.

How does repeating a class affect my...

<b>Transcript</b>	<b>All grades earned will appear on the transcript.</b>
<b>GPA</b>	<b>All previous grades earned for that course will be excluded from your GPA, and the most recent grade earned will be calculated into your GPA.</b>
<b>Credit Hours</b>	<b>The most recent credit hours earned for a course will be calculated into your total credit hours earned, and all other credit hours for course will be excluded from your total credit hours earned.</b>

## Withdrawing or Dropping From a Dual Credit Course

Students can drop a class until the published deadline without any penalty or notation on their transcript. Grades earned in a Dual Credit course become part of the student's permanent college transcripts. For example, if the student is not doing well in a Dual Credit course and does not want a low grade to appear on their transcript, it is their responsibility to withdraw from the course by the published deadline. A withdrawal will result in a "W" on the student's official college transcript.

### Drop or Withdraw Process

To withdraw from a Dual Credit course, a student must log in to their [myOCCC](#) account and choose the Drop/Withdraw from Classes link and follow the prompts to process the request. The request must meet the Drop/Withdraw deadline as outlined in the Dual Credit Calendar in the Dual Credit Student Handbook.

### Dropping or Withdrawing

What's the difference between dropping and withdrawing from a class?

Drop	You do not have a record of attempting the class on your transcript. The drop deadline is much earlier than the withdraw deadline. If you register after the drop deadline, you will not have a drop option, only withdraw.
Withdraw	The course will appear on your transcript with a grade of "W."

## Credit Transfer

### Transferring Credits

Dual Credit students can read transcript policies in their Dual Credit Student Handbook including that they are responsible for following all Dual Credit Student drop/withdraw deadlines as specified prior to enrolling as a Dual Credit student.

OCCC credit hours earned can be transferred to other colleges and universities and applied toward degree requirements counted as electives. There are many factors that affect how and if another college or university will accept your credit for transfer. Grades that you earned can make a difference, as well as what was covered in the class. Keep a file with all your OCCC Dual Credit coursework, syllabi and portfolios to share with the colleges you may attend later. Having information beyond the grade on the transcript can demonstrate course content and can help to get your credits accepted for transfer or a higher standing in a sequence of courses.

OCCC college credits will transfer to any Oregon Community College and most programs within the Oregon University System. Colleges outside of the Oregon system determine whether or not they will accept credits on a case by case basis. It is your responsibility to consult with the college or university you wish to attend regarding the transferability of college credits.

### Requesting an Official Transcript

Because Oregon Coast Community College is accredited through a contractual relationship with Portland Community College (OCCC), students must order official transcripts through PCC. Courses are transcribed on the official PCC transcript.

For more information about OCCC's accreditation, please see **Credentials** on page 1 if this handbook.

## Requesting Your Official Transcripts by Fax or Mail

You may order transcripts by fax or mail in addition to online and fill out the form. The Transcript Request Form is available at <http://www.pcc.edu/resources/student-records/documents/transcript-request.pdf>.

Transcripts requested by fax or mail will be processed within 3 to 5 business days from the date the request is received. Requests are processed in the order received. *Please allow additional time during peak periods, such as final grade posting and degree posting.* To ensure requests are processed as quickly as possible, students should be to include on the Transcript Request Form:

- Name (and all names the student may have used while attending).
- "G" Number, or last 4 digits of Social Security Number
- Date of birth.
- Address to where the student wants the transcript mailed.

## Unofficial Transcripts

Dual Credit students, like all other OCCC students, may view their unofficial registration history by logging in to their [myOCCC](#) account. More detailed instructions on how to log in to [myOCCC](#) is in the Dual Credit Student Handbook. Students needing assistance logging in to their [myOCCC](#) account may also call 541-867-8501.

## Academic Integrity Policy

Academic Integrity Statement: Dishonest activities such as cheating on exams and submitting or copying work done by others will result in disciplinary actions including but not limited to a failing grade. See Academic Integrity Policy at <http://oregoncoastcc.org/academic-integrity/>.

## Students with Limited Resources

Oregon Coast Community College (OCCC) is committed to eliminating barriers that prevent students from attending college as stated in our mission and values found at <http://oregoncoastcc.org/mission/>. OCCC has free academic advising, tutoring, a math lab, and a Career and Transfer Readiness Center available to students and all community members. For information about any of these services please visit <http://oregoncoastcc.org/student-resources/> or call Student Services at 541-867-8501. Because the Dual Credit program allows students to get college credit while taking high school courses, it allows college courses to become more accessible to a wider population of students, including underserved populations, students who were not planning on attending college, and students who were unsure if they had the means to attend college. In the Dual Credit Program, students can get a head start on becoming college and career ready.

Lincoln County School District (LCSD) also strives to assist students with limited resources overcome barriers that prevent them from attending school and being successful students. More information about LCSD's Homeless Education & Literacy Project (HELP) Program, specifically aimed at assisting

students in transitional living situations can be found at [http://www.lincoln.k12.or.us/dept\\_programs/help.php](http://www.lincoln.k12.or.us/dept_programs/help.php).

Many of OCCC's scholarship opportunities are aimed at high school graduates and do not apply to Dual Credit students. However, Dual Credit students interested in attending OCCC after graduating from high school should take note of these exciting resources available at OCCC. OCCC's Connect Program and Scholarship for first-generation, low-income Lincoln County High School graduates is one of the ways that OCCC provides financial support for students who have limited resources. OCCC also has a generous foundation that provides students with thousands of dollars of scholarship support each year. More information about the OCCC foundation is available at <http://www.oregoncoastcc.org/community-connections/>. The Oregon Coast Scholars program is a merit-based scholarship that can pay for up to two years, full-time attendance tuition costs. Information about the Oregon Coast Scholars program is available at <http://oregoncoastcc.org/oregon-coast-scholars/>.

### Important Contact Information:

OCCC OFFICE	CONTACT INFORMATION	WHAT CAN THEY HELP WITH...
Student Services	PH: 541-867-8501	All questions related to OCCC Dual Credit (admissions, registration, holds, OCCC ID, passwords).
Accounts Receivable	PH: 541-867-8504	Processing payments on your account.
Student Records	PH: 541-867-8525 FX: 541-867-8559	Transcripts, student record questions.

## Part IV: Sample Forms

### Sample Syllabus and Course Description for Dual Credit Class

#### Oregon Coast Community College Dual Credit Program

#### BI 101: Biology (4 credits/60 contact hours)

#### 2017-2018 Syllabus Template

##### Instructions for Use:

1. Replace all **RED** text with appropriate information regarding your high school, course and instructor data. A clean syllabus can be found at <https://www.oregoncoastcc.org/instructional-resources/>
2. Complete the schedule template with information regarding your high school schedule, assignments and exams.
4. Change the font color to black, delete this cover page, and submit your syllabus to the Dual Credit program via email: [officeofinstruction@oregoncoastcc.org](mailto:officeofinstruction@oregoncoastcc.org).
5. OCCC on-campus faculty will review your syllabus and approve it for the 2019-2020 academic year.
6. You may check on the progress of your syllabus approval at any time by contacting the Office of Instruction via the email above or at 541-867-8541.

## Course Title

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**Course Prefix and Number | Section Number: | Quarter and Year**

### Instructor Information

Name: **Name**

Email: **email**

Website: **web**

Office Room: **if available**

Office Phone: **if available**

Office Hours: **if available**

Secondary Contact: **Enter direct supervisor contact information**

### Course Information



Class Room: **High School name**

Class Meeting time: **if available**

Textbook: **if available**

Materials/Equipment: **if available**

Learning Management System: All courses are web-enhanced and all students are required to have access to Canvas which can be accessed through myOCCC student accounts. All faculty must use Canvas gradebook so that students can easily track their grades.

## Important dates

Last day to drop\* with a refund: See the [2019 – 2020 Academic Calendar](#)

Last day to withdraw\* with a 'W': See the [2019 – 2020 Academic Calendar](#)

*\*Be aware that dropping/withdrawing from a course may affect your financial aid*

Students are responsible for adding, dropping, and withdrawing from classes by published deadlines. The drop and withdraw deadlines are on the academic calendar. Beginning the second week, until the deadline published on the academic calendar each term, students may withdraw from classes. A mark of "W" will appear on their transcript. Tuition and fees remain on the student account when a student chooses to withdraw from a class.

## Syllabus Changes:

This syllabus serves only as a guide to this course. The instructor reserves the right to change any part of this syllabus at any time due to any variety of circumstances. Methods and criteria used to evaluate student performance may also change. If and when changes occur, students will be informed in writing. Students are responsible to keep informed of syllabus changes as they occur by attending and participating in class and communicating with the instructor.

## Course Description

*List the course description, course credits, and course prerequisites copied from the Course Content and Outcome Guides at: <https://www.pcc.edu/ccog/>*

## Course Outcomes

*List the Course Outcomes copied from the Course Content and Outcome Guides at: <https://www.pcc.edu/ccog/>*

## Student Conduct

### **Academic Integrity**

Learning is built on the fundamental qualities of honesty, fairness, respect, and trust. At Oregon Coast Community College, academic integrity is a shared endeavor characterized by truth, personal responsibility and high academic standards. Any

violation of academic integrity devalues the individual and the community. One important aspect of academic integrity is academic honesty.

Violations of academic honesty include:

- Plagiarism
- Collusion/Inappropriate Assistance
- Cheating
- Fabrication/Falsification/Alteration
- Unauthorized Multiple Submission
- Sabotage and Tampering

A student who violates academic honesty will be subject to disciplinary action according to Student Rights and Responsibilities.

### **Policy on Mobile Communication Devices**

Students are not permitted to operate cell phones or pagers during class or laboratory sessions, as these devices disrupt learning and teaching activities. Students should use such communication devices only during class breaks outside the classrooms. Discuss exceptions with Instructor.

### **Students Rights and Responsibilities**

The Student Rights and Responsibilities in the Student Handbook establishes students' freedom and protections as well as expectations of appropriate behavior and ethical academic work [<https://catalog.oregoncoastcc.org/student-handbook>].

### **Children on OCCC Property**

Students are not allowed to bring children to classes or leave them unattended on campus. We expect compliance from both students and faculty regarding this policy.

## **Attendance**

Students are expected to attend all classes in which they are enrolled. Repeated absences will affect a student's grade. Students are responsible for dropping or withdrawing from registered classes by completing the official drop/withdrawal process. Students who stop attending and who fail to drop or withdraw from a class by the published deadline may earn a grade of F or NP according to the grade system option selected by the Student. Students having excessive absences and who fail to drop or

withdraw from a class by the published deadline may earn a grade of F or NP according to the grade system option selected by the Student. Students who fail to attend or stop attending classes and fail to drop those classes by the published drop deadline will be responsible for the associated tuition and fees. Students may not attend classes they are not registered for.

## Course Information

*Here is where you put information about exams, projects, quizzes, homework and anything else students need to be aware about in your class.*

## Grades

*Enter criteria for performance evaluation here. Attach any rubric used for grading. Specify effect on grade, if any, for late work. If you have a make-up policy, list it here. Note: Grades will be entered in CANVAS so that students can easily track their grades.*

### Grading Scale

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

## Course Schedule

*Here is where you can put a schedule for your class*

## Student Resources:

### **Americans with Disabilities Act**

In compliance with the Americans with Disabilities Act (ADA), Oregon Coast Community College provides reasonable accommodation to students with disabilities. If you desire reasonable accommodation, please contact The Office of the Dean of Students (400 SE College Way, Newport, OR 97366) at 541-867- 8501. *Students are responsible for requesting accommodations in a timely manner and documenting the nature and extent of their disability.*

### **OCCC Email**

OCCC email is the official form of communication of Oregon Coast Community College. If you have any difficulties accessing your OCCC email address please contact support at [student.email@oregoncoastcc.org](mailto:student.email@oregoncoastcc.org)

### **Emergency Funds**

If you are experiencing challenges securing food, transportation, or housing, or have other financial issues that are affecting your ability to attend and succeed in class(es), we encourage you to apply for emergency funds. Please see Cindy Carlson, Dean of Students or Kimberly Jones, Enrollment Services Manager/Registrar, for assistance. If you are comfortable doing so, please let your instructor know about your situation. This will allow for a better understanding and could potentially lead to further support and/or resources.

## **College Information**

### **Mission Statement**

At Oregon Coast Community College, we equip students for success by providing educational pathways and supports in response to the diverse needs of our community. Through accessible and engaging programs, we enrich the economic and civic vitality of Lincoln County and beyond.

### **Equal Opportunity and Non-Discrimination**

The College prohibits unlawful discrimination based on race, color, religion, national origin, sex, marital status, disability, veteran status, age, sexual orientation, or any other status protected by federal, state, or local law in any area, activity or operation of the College. The College also prohibits retaliation against an individual for engaging in activity protected under this policy and interfering with rights or privileges granted under anti-discrimination laws. In addition, the College complies with applicable provisions of the Civil Rights Act of 1964 (as amended), related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (as amended), Uniformed Services Employment and Reemployment Rights Act ("USERRA"), and all local and state civil rights laws. Under this policy, equal opportunity for employment, admission, and participation in the College's programs, services, and activities will be extended to all persons, and the College will promote equal opportunity and treatment through application of this policy and other College efforts designed for



that purpose. Persons having questions about equal opportunity and nondiscrimination should contact either:

- Dean of Students, Cindy Carlson, 541-867-8511 [ccarlson@oregoncoastcc.org], or
- Human Resources Manager, Joy Gutknecht, 541-867-8515 [joy.gutknecht@oregoncoastcc.org].

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*Updated 06/2019, Office of Instruction*

## Sample Dual Credit Articulation Agreement

### OCCC Dual Credit Program

#### Articulation Agreement - 3-Year Renewal

This agreement provides an opportunity for high school students to receive transcribed college credit from Portland Community College through completion of high school courses that have been found to be equivalent to a corresponding OCCC course. Because Oregon Coast Community College offers accredited courses through a contractual relationship with Portland Community College (PCC), the Dual Credit student's official college credit appears on an official transcript issued by PCC. For more information about OCCC's accreditation, visit <http://oregoncoastcc.org/accreditation-status-occc-programs-and-services/>. For more information about how OCCC students order official transcripts, visit <http://oregoncoastcc.org/transcripts/>. All agreements and policies shall be available to all staff members, parents and students involved with the program.

This agreement is specific to the instructor indicated. Instructors must meet the college requirements for instruction determined by PCC, found at: <http://www.pcc.edu/resources/academic/instructor-qualifications/index.html>.

The college must approve any changes in high school courses that affect content, outcomes, assessment or other key elements of instruction as outlined in the PCC Course Content and Outcomes Guide (CCOG). Changes to the CCOGs will be communicated to the high school instructor in a timely manner by their OCCC Faculty Liaison.

#### **All parties agree to adhere to the Oregon Dual Credit Standards,**

[http://www.ode.state.or.us/teachlearn/subjects/postsecondary/dualcredit/oregon\\_dual\\_credit\\_standards\\_2014.pdf](http://www.ode.state.or.us/teachlearn/subjects/postsecondary/dualcredit/oregon_dual_credit_standards_2014.pdf), elements of which are specifically addressed below.

High school students must be admitted to OCCC and officially registered in courses administered through the OCCC Dual Credit program. Once the instructor has established that students are sufficiently prepared for the articulated courses, PCC course pre-requisites will be overridden. Students will earn a grade based on the outcomes of the OCCC Dual Credit course syllabus. Course credit will be posted to the individual student's transcript at PCC.

#### **The high school student's responsibility is to:**

- Review and understand the information provided in the OCCC Dual Credit Student Handbook.

- Know the Registration, Drop and Withdraw deadlines for the OCC Dual Credit program. It is the student's responsibility to meet these deadlines.
- Complete the online Application for Admission to OCCC if a new student. Completing an online application generates an OCCC ID#, and is the first step towards registering for credit.
- Maintain complete and accurate account information, including keeping track of their OCCC ID#, user name, and password.
- Register for the accurate college credits within the scheduled registration window.
- Read about and select a grading system option for each class they take at OCCC as a condition of completing their online registration for classes.
- Formally drop or withdraw their class if they do not want the OCCC credit. If they fail to drop or withdraw during the correct timeframe, they will still be responsible for the grade posted on their transcript (even if it is a D or F).
- Ensure the accuracy of their final grades on their academic transcripts.

**The high school administration and articulating high school instructor agree to:**

- Submit appropriate documentation for college review and approval regarding instructor qualifications and course content to OCCC.
- Provide an instructor, at no cost to the college, to teach the college course to the college's specifications.
- Make available all necessary information and forms to students for the OCCC Dual Credit program as supplied by OCCC.
- Annually submit updated OCCC Dual Credit syllabus to OCCC by October 1st. Communicate with students and their parents about OCCC Dual Credit opportunities and note where OCCC Dual Credit is available in course listings and forecasting pamphlets.
- Include a link to the OCCC Dual Credit website at on the high school website.  
<http://www.oregoncoastcc.org/high-school-students/>.
- Facilitate student admission and registration to OCCC in accordance with the college standards and practices for enrollment, observing timelines and deadlines detailed in annually updated OCCC Dual Credit publications.
- Hold dual credit students to the same standards of achievement as those expected of students in on-campus sections and ensure that dual credit students are assessed using similar methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.



- Ensure that course grades are submitted according to the Academic Standards and Practices of PCC, <http://catalog.pcc.edu/handbook/g301-gradingguidelines/>, (except where otherwise stipulated for the OCCC Dual Credit Program) and using the procedures and timelines outlined in OCCC Dual Credit publications.
- Encourage participations for instructors teaching OCCC Dual Credit sections to be part of continuing collegial interaction, through professional development, seminars, site visits, and ongoing communication with their OCCC Faculty Liaisons and Dual Credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study as required by the Oregon Dual Credit Standards (F3 Faculty).
- Share information about Dual Credit successes in the school report card, graduation ceremony, and other related publications and events.
- Provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.

**High School Instructor:**

Printed Name	Signature	Date
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**High School Principal:**

Printed Name	Signature	Date
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**Lincoln County School District Superintendent:**

Printed Name	Signature	Date
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*This agreement may be amended or terminated at the discretion of either party for cause (such as in the event that any of the elements of this agreement are not being met) with written notification to all signatories.*

**The OCCC Faculty Liaison agrees to:**

- Sign the OCCC Dual Credit Liaison Agreement and submit to the Associate Dean of Instruction's office.

- Notify the Dual Credit high school instructor in writing when their course has officially been approved.
- Assist high school instructors with the development of their Dual Credit Syllabi based on PCC’s syllabi requirements to meet approval guidelines.
- Regularly review course syllabi submitted by high school instructors for approval.
- Ensure the Dual Credit course reflects the colleges and/or academic department’s pedagogical, theoretical, and philosophical orientation through a site visit.
- Attend the annual articulation connections team meetings, program workshops and any professional development opportunities to enhance collegial interactions as required by the Oregon Dual Credit Standards.
- Communicate department information regularly to high school instructors and Dean of Students and Instruction’s office. Include high school faculty in department correspondence, listserv, academic notices and general information and facilitates collegial interaction with the SAC.
- Complete an “OCCC Dual Credit Course Assessment Form” for every approved Dual Credit course within your department area on a *regular* basis as required by the Oregon Dual Credit Standards Assessment 2.
- Discuss the college experience to high school students. This may be done when faculty liaisons visit the high schools or when the OCCC Dual Credit program instructors bring high school students to visit the OCCC campus. Assist the OCC Dual Credit program office with tours.
- Supply high school instructors with current sample syllabi, sample exams, textbooks and other course materials when requested.
- The OCCC Faculty Liaison agrees to the above, and additionally acknowledges that the OCCC course(s) align(s) in content, outcomes and assessment with the equivalent high school

**OCCC Faculty Liaison:**

Printed Name  
course(s).

Signature

Date

OCCC’s Dean of Students agrees to the above, and additionally warrants that the high school instructor meets PCC’s Instructor Qualifications. **Instructor Approval Forms for high school instructors are kept on file in Office of Instruction.** (If prior Provisional Approval conditions apply, a revised Instructor Approval Form will be attached.) The Dean of Students facilitates collegial interactions between high school and college faculty, communicates admission and



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registration information to the high schools, ensures that courses are regularly reviewed, and maintains all relevant documentation.

The Dean of Students warrants that all aspects of OCCC's commitments will be met, and

**Dean of Students:**

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Printed Name

Signature

Date

approves the awarding of credit under these terms.

# OCCC Dual Credit Course Assessment Form

High School: \_\_\_\_\_ Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

High School Course Name: \_\_\_\_\_

Equivalent OCCC Course: \_\_\_\_\_ Credits: \_\_\_\_\_

## Observation with Course Assessment

Use this rating system for the following course assessment:

1. Unsatisfactory: Does not meet OCCC's requirements.
2. Standard: Consistently meets accepts standards.
3. Exemplary: Consistently exceeds accepted standards.

Rating	Criteria
	<b>Syllabus</b>
	Syllabus posted on OCCC intranet? <input type="checkbox"/> Yes <input type="checkbox"/> No Syllabus provided at visit? <input type="checkbox"/> Yes <input type="checkbox"/> No Course content matches OCCC's? <input type="checkbox"/> Yes <input type="checkbox"/> No Syllabus is approved? <input type="checkbox"/> Yes <input type="checkbox"/> No Rationale/Comments: _____ _____
	<b>Textbook</b>
	Title: Edition: _____ Date: _____ Published: Author: Approved textbook used? <input type="checkbox"/> Yes <input type="checkbox"/> No Rationale/Comments: _____ _____
	<b>Course Delivery Method</b>
	OCCC required applications and software used? <input type="checkbox"/> Yes <input type="checkbox"/> No Number of contact/lecture/lab hours match? <input type="checkbox"/> Yes <input type="checkbox"/> No Rationale/Comments: _____ _____

OCCC Faculty Liaison: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**OCCC Dual Credit Faculty Comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The OCCC Faculty Liaison and high school Dual Credit Faculty are required to sign and date this form at the conclusion of the site visit.**

I have visited the Dual Credit Faculty at the high school on date noted above. The information on this form is correct.

- I affirm that **students in this class are held to the same standards** of achievement, grading and are assessed using the same methods as students in on-campus courses.
- I certify that the **pedagogical, theoretical, and philosophical approach in the Dual Credit course is consistent with the college course taught at OCCC.**
- The **course is not substantially the same.** The following recommendations must be implemented to continue offering articulation of this course.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Follow-up will be:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- The **course is not substantially the same and I do not recommend continuing the articulation of this course at this high school.**

**OCCC Faculty Liaison:** \_\_\_\_\_

Printed Name

Signature

Date

I have reviewed the comments written by the OCCC Faculty Liaison and acknowledge the Liaison's site visit on the above specified date.

**OCCC Dual Credit Faculty:** \_\_\_\_\_

Printed Name

Signature

Date

**OCCC Dual Credit Faculty Email:** \_\_\_\_\_

**OCCC Dual Credit Faculty Direct Line:** \_\_\_\_\_



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## Checklist for High School Faculty

### At the Beginning of the Course

- Share the following information with students.
  - OCCC Dual Credit Student Handbook
  - OCCC Dual Credit Academic Calendar with important registration, drop, withdraw and grading option dates.
- Have interested students complete online application and register online for credit. - Refer to instructions detailed in the OCCC Dual Credit Student Handbook.
- Review with the following with student:
  - How to login as a First Time User
  - [myOCCC](#), How to request a Transcript

### Midway through the Course

- Review your class roster— To find the SharkNet Log In screen, faculty go to the college website, <http://www.oregoncoastcc.org/>, and select the “Employee Resources” link at the bottom of the homepage. Then click on the link that reads “Click to jump to Sharknet login Screen”. If there are any discrepancies, please contact the OCCC Enrollment Services Manager at [enrollment.services@oregoncoastcc.org](mailto:enrollment.services@oregoncoastcc.org).
- Remind students about the option to drop or withdraw. Students who registered to receive OCCC credit for their high school class have the option of **dropping or withdrawing** from the course according to the dates listed on the OCCC Dual Credit Academic Calendar. Students who are not doing well in the course are encouraged to Drop or Withdraw within the appropriate window for the class.

### At the End of the Course

- SUBMIT FINAL GRADES**—Final grades are due in Sharknet by the appropriate date listed on the PCC Dual Credit Academic Calendar. If a student receives an “F” grade, enter the last date of attendance.

**PLEASE NOTE!**

**Credit for articulated courses cannot be granted retroactively if a student decides later that s/he *should* have taken advantage of this program. Since students' plans change and college transfer policies are sometimes flexible, students are strongly encouraged to register for the credit while the opportunity is available to them.**

## Grade Definitions

### **A (Superior)**

Honor grade indicating excellence.

Earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: superior examination scores, consistently accurate and prompt completion of assignments, ability to deal resourcefully with abstract ideas, superior mastery of pertinent skills, and excellent attendance.

Probable success in a field relating to the subject or probable continued success in sequential courses.

### **B (Above average)**

Honor grade indicating competence.

Earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: high examination scores, accurate and prompt completion of assignments, ability to deal well with abstract ideas, commendable mastery of pertinent skills, and excellent attendance.

Probable continued success in sequential courses.

### **C (Average)**

Standard college grade indicating successful performance earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: satisfactory examination scores, generally accurate and prompt completion of assignments, ability to deal with abstract ideas, fair mastery of pertinent skills, and regular attendance.

Sufficient evidence of ability to warrant entering sequential courses.

### **D (Substandard but receiving credit)**

Substandard grade indicating the student has met only minimum requirements as outlined by the instructor in the course handout.

Earned as a result of some or all of the following: low examination scores, generally inaccurate, incomplete or late assignments, inadequate grasp of abstract ideas, barely acceptable mastery of pertinent skills, irregular attendance, insufficient evidence of ability to make advisable the enrollment in sequential courses.

Does not satisfy requirements for entry into courses where prerequisites are specified.

### **F (Failure)**

Non-passing grade indicating failure to meet minimum requirements as defined by the instructor in the course handout earned as a result of some or all of the following: non-passing examination scores, inaccurate, incomplete or late assignments, failure to cope with abstract ideas, inadequate mastery of pertinent skills, and repeated absence from class.

Does not satisfy requirements for entry into courses where prerequisites are specified.

Faculty must record the last date attended for students that earn an F.

### **P (Pass)**

Acceptable performance.

A grade of P represents satisfactory achievement which would have been graded C or better under the traditional grading system.

The P grade is disregarded in the computation of the OCCC grade point average.

This grade is available only when a student has selected the pass/no pass grade system option during the first 80% of a course's term.

Some courses are not available for a P/NP, and if that is the case, it will simply default to the standard grade mode.

If P/NP is allowed for a course, you are permitted to change the grade mode selected up until the Withdraw deadline. You will need to make that change via Sharknet as described above.

### **NP (No Pass)**

Unacceptable performance.





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A grade of NP represents unsatisfactory achievement which would have been graded D or lower under the traditional grading system.

The NP grade is disregarded in the computation of the grade point average.

Faculty must record the last date attended for Students that earn an NP.

This grade is available only when a Student has selected the pass/no pass grade system option during the first 80% of a course's term.

Some courses are not available for a P/NP, and if that is the case, it will simply default to the standard grade mode.

If P/NP is allowed for a course, you are permitted to change the grade mode selected up until the Withdraw deadline. You will need to make that change via Sharknet as described above.

### **Incomplete (I)**

When the quality of work is satisfactory, but some minor, yet essential, requirement of the course has not been completed, and for reasons acceptable to the instructor, a report of "I" may be made and additional time granted for completion of the work. If no replacement grade for an "I" mark shall have been provided by the course Instructor within one calendar year, the "I" mark shall automatically be changed to an "F" or "NP" depending on the grade system option (chosen by the Student) in effect at the time the "I" mark was originally recorded. The conditions for completion of work should be stated in writing, signed by the instructor and the student, and kept on file in the department or program office. An "I" may not be assigned as a withdrawal. An "I" does not entitle a student to repeat a course without paying tuition. It may be impossible to receive an "I" in some courses where, for example, equipment usage is required.

## Resolving Quality Concerns

### Procedure to discontinue dual credit course offerings

Credit impacts our partners in public education. Dual Credit courses may be discontinued for reasons such as curriculum changes within OCCC courses or programs, changes in credential requirements for OCCC faculty, and concerns over the quality of instruction or college-level rigor in Dual Credit classes. As other situations and types of changes arise, this document will be revised to address them. The intent of this document is to encourage all parties to address concerns in collaboration.

1. In the case of curriculum changes to OCCC courses or programs, the following steps should be taken to provide timely information to the school districts.
  - a. Inform the OCCC Faculty Liaison of the proposed changes that require discontinuance of the dual credit offering so that the Liaison can contact the high school and/or school district administrators as soon as possible, allowing at least the completion of the current OCCC academic year.
  - b. Continue to grant credit for the dual credit courses in question through the duration of the existing OCCC Dual Credit Articulation Agreement.
  - c. Provide support to assist high school faculty in adjusting to the changes, such as timely notification, professional development, and allowing sufficient time to implement the change within the constraints of the accrediting bodies.
2. In the case of changes in OCCC Faculty Qualification requirements, the following steps should be taken to provide timely information to the school districts.
  - a. Inform the OCCC Faculty Liaison of the new OCCC Faculty Qualification requirements so that the Liaison can inform any potential high school faculty, high school and/or school district administrators as soon as possible of the new requirements for new approvals.
  - b. Allow those high school faculty who have current OCCC Dual Credit Articulation Agreements to fall within a 'Grandfather Clause' and continue their articulation indefinitely. Future OCCC Dual Credit faculty would need to meet the new OCCC Faculty Qualifications.
  - c. The OCCC Dual Credit program may request and evaluate updated transcripts, resumes, or other appropriate credentials for all involved Dual Credit faculty.



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- d. Allow a reasonable time (with input from public education administrators) for high school faculty to meet the new requirements within the constraints of the accrediting bodies.
3. In the case of concerns over the quality of instruction, the following steps should be taken to enable the high school and school district to address the concerns of the OCCC personnel. It is intended that instructional issues be addressed on a case-by-case basis, with the goal of assisting the high school Dual Credit faculty to correct the concerns.
    - a. Contact the OCCC Faculty Liaison regarding the concerns specific to the Dual Credit offering so that he or she can contact the high school faculty, high school and/or school district administrator.
    - b. The OCCC Faculty Liaison and Dean of Students will discuss the concerns with the high school faculty and set a reasonable time for the faculty to address the concerns and correct the problems.
    - c. If the above steps do not correct the problems within a reasonable time (i.e., one semester), the OCCC Faculty Liaison with the Dean of Students will co-write a letter to the appropriate parties, listing the following.
      - A specific date by which the concerns listed in the letter need to be addressed or corrected as determined on a case-by-case basis within one OCCC academic year. Include the consequences of not correcting the problems by the above date.
      - Hold follow-up discussions with the appropriate parties on the issues.
      - Follow up with high school Dual Credit faculty to see if he/she has addressed and corrected the issues included in the letter before the deadline.
      - Future course proposals may be denied if the concerns addressed in the letter are not corrected.
  4. In the case of high school Dual Credit faculty failing to meet the annual OCCC Dual Credit requirements of providing an annual syllabus, attending annual articulation connections meetings, workshops or professional development, and making time for their course assessment with their OCCC Faculty Liaison, the following steps will be taken.
    - a. Contact the OCCC Faculty Liaison regarding the concerns specific to the Dual Credit offering so that he or she can contact the high school faculty, high school and/or school district administrator.
    - b. The OCCC Faculty Liaison and Dean of Students will discuss the concerns with the high school faculty and set a reasonable time for the high school faculty to address the concerns and correct the problems.
    - c. If the above steps do not correct the problems within a reasonable time (i.e., one semester), the OCCC Faculty Liaison with the Dean of Students will co-write a letter to the appropriate parties, listing the following.



- A specific date by which the concerns listed in the letter need to be addressed or corrected as determined on a case-by-case basis within one OCCC academic year. Include the consequences of not correcting the problems by the above date.
- Hold follow-up discussions with the appropriate parties on the issues.
- Follow up with high school Dual Credit faculty to see if he/she has addressed and corrected the issues included in the letter before the deadline.
- Future course proposals may be denied if the concerns addressed in the letter are not corrected.





**OREGON COAST COMMUNITY COLLEGE**



**Final Grade Appeal Form**

Use this form to appeal a final course grade when there is a belief that the Right to Protection from Improper Evaluation has been violated. Students are required to refer to and follow the Grade Appeal Procedures prior to submitting this formal Appeal.

STUDENT NAME:	OCCC ID#:
EMAIL:	PHONE:
ADDRESS:	

<b>I AM APPEALING THE FINAL GRADE OF THE FOLLOWING COURSE:</b>		
TERM COURSE WAS TAKEN: <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year:		
CRN:	COURSE ID:	GRADE I RECEIVED:
INSTRUCTOR:		GRADE REQUESTED:
<b>STEPS TAKEN TO RESOLVE THE GRADE CONCERN WITH INSTRUCTOR:</b> <i>(use additional pages if needed)</i>		
1. Have you communicated with the Instructor? (For example, have you requested an explanation of how the grade was determined and stated your questions or concerns about the assigned grade?) <input type="checkbox"/> Yes – Date of the Inquiry: _____ <input type="checkbox"/> No, I have not yet contacted the Instructor.		
2. Have you received a written response from the Instructor? <input type="checkbox"/> Yes – Date of the Response: _____ <input type="checkbox"/> No, I have not received a Response from Instructor.		
3. If No, did you contact the Dean of Students? <input type="checkbox"/> Yes – Date of Contact: _____ <input type="checkbox"/> No Comments:		
4. If you had further questions after you received an explanation from the Instructor, did you discuss these questions with the Instructor? <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:		
<b>FORMAL APPEAL:</b>		
If you have completed the steps listed above and still wish to appeal the grade, <b>please attach a specific description explaining why you believe you were graded improperly</b> (for example, statements in the course syllabus, alleged discrepancies in points or grades received, emails to and from the instructor, etc.). Also attach all evidence of communications that demonstrate an attempt to resolve the concern informally in Steps 1-4 above.		
<b>RETURN THIS FORM</b> to the Dean of Students at the Central Campus in Newport or at the North Center in Lincoln City. Distance Learning students may send this form to fax number 541-867-8559.		



**For Office Use:**

Received by:	Date	Referred to:	Date
Response:	Date	Student Notified:	Date

## Dual Credit Calendar – Important Dates 2019-20

These dates are determined based on the Oregon Coast Community College’s calendar and will change each year. **Dual credit students are registered for their course in the term in which grades are awarded.**

TRIMESTER	Fall	Winter	Spring
Registration	Sept 4, 2019	Dec 2, 2019	March 10, 2020
Last day to add a class	Oct 2, 2019	Jan 24, 2020	April 17, 2020
Last day to drop from a class	Oct 2, 2019	Jan 24, 2020	Apr April 17, 2020
Last day to withdraw from a class	Nov 20, 2019	Feb 29, 2020	June 5, 2020
Grades posted	Dec 16, 2019	March 16, 2020	Jun 15, 2020

SEMESTER	Fall	Winter	Spring
Registration	n/a	Nov 18, 2019	Feb 23, 2020
Last day to add a class	n/a	Jan 10, 2020	April 3, 2020
Last day to drop from a class	n/a	Jan 10, 2020	April 3, 2020
Last day to withdraw from a class	n/a	Jan 10, 2020	April 3, 2020
Grades posted	n/a	Jan 30, 2020	June 15, 2020



YEAR-LONG	Fall	Winter	Spring
Registration	n/a	n/a	Feb 24, 2020
Last day to add a class	n/a	n/a	April 3, 2020
Last day to drop from a class	n/a	n/a	April 3, 2020
Last day to withdraw from a class	n/a	n/a	April 3, 2020
Grades posted	n/a	n/a	June 15, 2020

More information about Dual Credit can be found on the OCCC website:

<http://www.oregoncoastcc.org/high-school-students/>.

Save this page for future reference!



## Current Dual Credit Offerings

### **Biology** – Taft High School

**BI101 Biology** - Introduces the properties of life, morphology and physiology of cells, cell chemistry, energy transformation, and the basic principles of ecology. A laboratory science course designed for non-biology majors.

**BI102 Biology** - Presents protein synthesis, cell division, genetics, reproduction and development, and evolution. Designed as a laboratory science course for non-biology majors. The second course of a three-course sequence.

**BI103 Biology** - Presents the evolutionary relationships among the kingdoms. Includes a comparison of biological systems across kingdoms. Designed as a laboratory science course for non-biology majors.

### **Early Childhood Education** – Taft High School and Toledo High School

**ECE120 Introduction to Early Education and Family Studies** – Taft High School and Toledo High School – Introduces the foundations of early childhood education and family studies. Covers the history, scope, current issues and trends, focusing on programs and services for children, birth-5. Includes an emphasis on development, developmentally appropriate practices and observation of young children and professionals.

**ECE121 Observation and Guidance I** – Toledo High School – Focuses on age-appropriate guidance and observations techniques for individual children six week to six years. Topics include the ongoing dynamics of relationships, how values and belief systems impact guidance decisions, and the linkages between observation and guidance plans for individual children.

**ECE124 Multicultural Practices: Exploring Our Views** – Taft High School and Toledo High School – Develops awareness of how personal experiences, belief systems, identities, and values impact work with children, families, and communities. Examines the impact of cultural, linguistic, social, and class identities and histories on inter-relationships in diverse populations. Explores techniques for incorporating other people's histories, values, and belief systems into child-family-community-centered practices.

### **Health and Physical Education** – Newport High School

**HE295 Health and Fitness for Life** – Explores the interrelationship of the five components of physical fitness, nutrition and stress management concepts and activities to increase individual health and wellness.

**PE295 Health and Fitness for Life Lab** – Explores the interrelationship of the five components of physical fitness, basic nutrition concepts, and stress management activities to increase individual health and wellness through lab sessions, fitness assessments, and fitness program development.

**Math** – Taft High School, Waldport High School

**MTH111 College Algebra** – Taft High School and Waldport High School – Explores relations and functions graphically, numerically, symbolically, and verbally. Examines exponential, logarithmic, polynomial, and rational functions. Investigates applications from a variety of perspectives.

**MTH112 Elementary Functions** – Taft High School and Waldport High School – Investigates trigonometric functions, equations and identities. Examines right and oblique triangles, vectors, polar coordinates, parametric equations, and complex numbers. Explores topics graphically, numerically, symbolically, and verbally.

**MTH251 Calculus I** – Taft High School – Includes limits, continuity, derivatives and some applications of derivatives.

**Writing** – Taft High School, Newport High School, Toledo High School, Waldport High School

**WR121 English Composition** – ALL – Focuses on academic writing as a means of inquiry. Uses critical reading, discussion and the writing process to explore ideas, develop cultural awareness and formulate positions. Emphasizes development of a variety of strategies to present evidence in support of a thesis.

**WR122 English Composition** – ALL – Continues the focus of WR 121 on academic writing as a means of inquiry with added emphasis on persuasion and argument supported by external research. Uses critical reading, discussion and the writing process to explore ideas, develop cultural awareness and formulate original positions. Emphasizes development of writing and critical thinking through logical reasoning, rhetorical control, independent research and information literacy.