

2026-2027



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.



DUAL CREDIT FACULTY HANDBOOK

www.oregoncoast.edu

Central County Campus	North County Center	South County Center	East County Center
400 SE College Way	3788 SE High School Drive	3120 Crestline Drive	1811 N.E. Arcadia DR
Newport, OR 97366	Lincoln City, OR 97367	Waldport, OR 97394	Toledo, OR 97391
541-867-8501	541-996-6222	541-563-4502	541-867-8501

The OCCC (Oregon Coast Community College) 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.

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Part I: General Information

Credentials

Oregon Coast Community College (OCCC) is independently 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 prior to Summer 2020 term 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

Oregon Coast Community College does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, marital status, or religion in its programs and activities. 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:

Bruce Clemetson, Interim Vice President of Academic and Student Affairs, 541-867-8511.

OCCC Mission, Vision, Values & Core Theme

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 evolving needs 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.

Core Theme

Core Theme: Student Success

Objective: *OCCC will improve post-secondary educational attainment across Lincoln County and close achievement gaps for underserved populations in our community.*

Definition: At Oregon Coast Community College, we equip students for success in college and in life by providing exemplary teaching, student development programs and support services. Students receive customized and relevant advising and enriched supports to maximize completion and success. In response to the diverse needs and histories of our community we are institutionalizing a philosophy of student success and strengthening the College's policies, processes, and business practices to facilitate access and completion.

OCCC Staff Contact Information

Laura McClister, Director of Curriculum Operations and Effectiveness (dual credit coordinator)

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Student Services

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Mo Cravenock, Student Resource Navigator

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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 a teaching 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.

Except for 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 Natural Resources.
- Career & Technical Education courses which lead to an associate degree or certificate in programs such as Aquarium Science, Nursing Assistant, Welding, 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 General Information

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 the 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 and Sponsored Dual Credit Standards are provided on the next few pages.

Oregon Standards for Dual Credit

Curriculum	
Curriculum 1 (DC-C1)	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 and/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 (DC-C2)	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 (DC-C3)	College or university courses administered through a Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the college's or university's sponsoring academic departments.
Faculty	
Faculty 1 (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.
Faculty 2 (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.
Faculty 3 (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.
Faculty 4 (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).
Student	
Student 1 (DC-S1)	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.
Student 2 (DC-S2)	Colleges or universities outline specific course requirements and prerequisites for students.
Student 3 (DC-S3)	High school students are provided with a student guide that outlines students' rights and responsibilities as well as providing guidelines for the transfer of credit and credits with a purpose.
Assessment	
Assessment 1 (DC-A1)	The college/university ensures Dual Credit Program students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.
Continuous Improvement	
Continuous Improvement 1 (DC-CI1)	The college or university conducts an end-of-term student course evaluation for courses offered through the Dual Credit Program. The course evaluation is intended to influence program improvement rather than instructor evaluation. Names (of the instructor or students) should not be included in the evaluation.

Oregon Standard for Sponsored Dual Credit

Curriculum	
Curriculum 1 (SDC-C1)	College or university courses administered through a Sponsored Dual Credit Program are catalogued courses and approved through the regular course approval process of the sponsoring college and/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 and student learning outcomes.
Curriculum 2 (SDC-C2)	College or university courses administered through a Sponsored Dual Credit Program are administered in a manner that is consistent with like courses at the sponsoring college or university and recorded similarly on the official academic record for the sponsoring college or university.
Curriculum 3 (SDC-C3)	College or university courses administered through a Sponsored Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college or university department/program where the credit will be awarded.
Curriculum 4 (SDC-C4)	The syllabi for college or university courses administered through a Sponsored Dual Credit Program are consistent with the syllabi from the sponsoring college or university and include clearly defined learning outcomes and student expectations. Syllabi are reviewed and approved by the academic faculty in the partnership from the sponsoring college or university department/program where the credit will be awarded.
Curriculum 5 (SDC-C5)	Credits for college or university courses administered through a Sponsored Dual Credit Program are awarded based on documented student achievement consistent with the student learning outcomes and course content.
Faculty	
Faculty 1 (SDC-F1)	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 (SDC-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.

Faculty 3 (SDC-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.
Faculty 4 (SDC-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).
Faculty 5 (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.
Faculty 5 (SDC-F5)	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.
Faculty 7 (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 5 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.
Student	
Student 1 (SDC-S1)	The sponsoring college or university officially registers or admits Sponsored 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 Sponsored Dual Credit Program on official sponsoring college or university transcripts. Registration, grading, and transcription procedures and timelines are reasonably consistent with those for other students taking the same courses from the sponsoring college or university.
Student 2 (SDC-S2)	The sponsoring college or university outlines specific course requirements and prerequisites for students in Sponsored Dual Credit Programs.
Student 3 (SDC-S3)	High school students in Sponsored Dual Credit Programs are provided with a student guide that outlines students' rights and responsibilities and provides guidelines for the transfer of credit and credits with a purpose.
Assessment	
Assessment 1 (SDC-A1)	The college/university ensures Sponsored Dual Credit Program students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.
Continuous Improvement	
Continuous Improvement 1 (SDC-CI1)	The sponsoring college or university conducts an end-of-term student course evaluation for courses offered through a Sponsored Dual Credit Program. The course evaluation is intended to influence program improvement rather than instructor evaluation. Names (of the instructor or students) should not be included in the evaluation.

Part II: Important Information for Your Dual Credit Students

Prospective Dual Credit students should read the Dual Credit Student Handbook available at <https://oregoncoast.edu/academics/high-school-students/early-college-dual-credit/>. 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. First, students will apply to the college here: <https://oregoncoast.edu/get-started/apply/>.
2. Once the student has completed their application, the college will issue the student a 8-digit student ID number, a log-in, and an email address. Students can use the QR code or link their teacher gives them to register for the intended course. Please note that students should only register for a course once the high school teacher 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.
3. Students can also access the <https://oregoncoast.edu/myoregoncoast/> page. 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 [My.OregonCoast](#) account. If the student has any problems with the admissions or login process, they should contact OCCC Student Services at 541-867-8501.

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...

Transcript	All grades earned will appear on the transcript.
GPA	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.
Credit Hours	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.

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 [My.OregonCoast](#) 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."

Grade Appeal Procedure

If a student believes that the final grade, he/she/they received for a course is inaccurate based on their work in the class and the grading criteria as outlined in the course syllabus, the student should first communicate directly with their instructor in an attempt to resolve the concern. For details on the process, please refer to the official [Grade Appeal Procedure](#).

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 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.

Students Needing an Official Transcript

Students can refer to their handbook for detailed instructions. Students can alternatively use [this link](#) to order OCCC transcripts if a student after Summer 2020.

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 OCCC's Academic Integrity Policy: [Academic Integrity Policy](#).

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 [mission and core themes](#). OCCC has free academic advising, tutoring, a math lab, and a Career and Transfer Readiness Center available to students and all community members. Please visit our [tutoring services page](#). For information about any of the other services please visit <https://oregoncoast.edu/student-services/academic-success/> 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 to attend 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.

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 [OCCC Foundation](#). 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 [Oregon Coast Scholars program](#).

Important Contact Information:

OCCC OFFICE	CONTACT INFORMATION	WHAT CAN THEY HELP WITH...
Student Services	PH: 541-867-8501 student.services@oregoncoast.edu	All questions related to student accounts and admissions.
Accounts Receivable	PH: 541-867-8551 student.accounts@oregoncoast.edu	Processing payments on student accounts.
Registrar / Office of Instruction	PH: 541-867-8538 registrar@oregoncoast.edu	Transcripts, student record questions.
Mo Cravenock, Student Resource Navigator	541-867-8544 Mo.Cravenock@oregoncoast.edu	Financial and resource assistance for students

Part III: Sample Forms

Teaching Agreement

Sample Dual Credit Teaching Agreement

Agreements are signed through Adobe Docusign every three years. A copy of a blank teaching agreement is available to be viewed.

Sample Syllabus and Course Description for Dual Credit Class

Instructions for Use:

Once complete, after collaboration with the liaison and approval by the liaison, the liaison will email the syllabus to laura.mcclister@oregoncoast.edu. An example syllabus template also follows on the next page:



OSCC Dual Credit Program Teaching Agreement - 3-Year Renewal

This agreement provides an opportunity for high school students to receive transcribed college credit from Oregon Coast Community College through completion of high school courses that have been found to be equivalent to a corresponding OSCC course. For more information about how OSCC students order official transcripts, visit <https://oregoncoast.edu/student-services/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 OSCC.

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 OSCC Course Content and Outcomes Guide (CCOG). Changes to the CCOGs will be communicated to the high school instructor in a timely manner by their OSCC Faculty Liaison.

All parties agree to adhere to the [Oregon Dual Credit Standards](#), elements of which are specifically addressed below.

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

The high school student's responsibility is to:

- Review and understand the information provided in the OSCC Dual Credit Student Handbook.
- Know the Registration, Drop and Withdraw deadlines for the OSCC Dual Credit program. It is the student's responsibility to meet these deadlines.
- Complete the online Application for Admission to OSCC if a new student. Completing an online application generates an OSCC ID# and is the first step towards registering for credit.
- Maintain complete and accurate account information, including keeping track of their OSCC ID#, username, 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 September 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.
<https://oregoncoast.edu/academics/high-school-students/early-college-dual-credit/>.
- 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 OCCC, (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 Director of Secondary Education:

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 Vice President of Academic Affairs' 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 OCCC'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 required professional development events, PLC 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 Vice President of Student Affairs' and Vice President of Academic Affairs' office. Include high school faculty in department correspondence, listserv, academic notices and general information and facilitates collegial interaction with the department.

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- 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 course(s).

OCCC Faculty Liaison:

Printed Name

Signature

Date

OCCC’s Vice President of Academic Affairs agrees to the above, and additionally warrants that the high school instructor meets OCCC’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 Vice President of Academic Affairs facilitates collegial interactions between high school and college faculty, communicates admission and registration information to the high schools, ensures that courses are regularly reviewed, and maintains all relevant documentation.

The Vice President of Academic Affairs warrants that all aspects of OCCC’s commitments will be met and approves the awarding of credit under these terms.

Vice President of Academic Affairs:

Printed Name

Signature

Date

Course Title

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

Instructor Information

Name:

Email:

Website:

Office Room:

Office Phone:

Office Hours:

Secondary Contact: Enter direct supervisor contact information

Course Information

Class Room:

Class Meeting time:

Textbook:

Materials/Equipment:

Learning Management System: All courses are web-enhanced and all students are required to have access to Canvas which can be accessed through the main OCCC website at OregonCoast.edu. All faculty must use Canvas gradebook so that students can easily track their grades.

Important dates

Last day to drop* with a refund in first week: See the [2026-2027 Academic Calendar](#)

Last day to withdraw* with a 'W': See the [2026-2027 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 OCCC Catalog at: [2026-2027 Academic Catalog](#). Course Content and Outcome Guidelines (CCOGs) can also be requested from Laura McClister.

Course Outcomes

List the course description, course credits, and course prerequisites copied from the [2026-2027 Academic Catalog](#).

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

Unless otherwise approved by the instructor, students are not permitted to operate cell phones or pagers during class or laboratory sessions, as these devices disrupt learning and teaching activities. There may be times during class when you will be permitted to use a mobile device to participate in course activities. Otherwise, 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.

Enrolled Minors

The college offers programs that allow minors (students under 18) to enroll in college courses. Students are advised to foster relationships that are age appropriate with classmates.

Attendance

Students are expected to attend all classes in which they are enrolled.

Students must attend and complete required assignments for the first week of the course or be administratively dropped from the course for non-attendance, unless arrangements have been made with the instructor in advance. Attendance is taken in all classes in the first week of the term. Instructors typically continue to take attendance all term.

Repeated absences will affect your grade.

Students are responsible for dropping or withdrawing from registered classes by talking with your Success Coach and completing the official drop/withdrawal process (see [Withdrawal | Oregon Coast Community College](#).) Students who stop attending or have excessing 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 Vice President Student Affairs (400 SE College Way, Newport, OR 97366) at 541-867- 8501, or you can email access@oregoncoast.edu. *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 helpdesk@oregoncoast.edu

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 call, email, or visit Student Services for assistance (phone: 541-867-8544). 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.



Use this QR code to access the student resources webpage.

College Information

Land Acknowledgement

Oregon Coast Community College acknowledges that we reside within the ancestral homelands of the Yaquina (Yaqo'n) and Alsea (Wusi'n) Tribes. Today, those tribal descendants are represented by The Confederated Tribes of Siletz Indians. We are honored for the opportunity to teach, learn, and work on their ancestral lands. We also recognize the ongoing contributions they make to the community, Oregon Coast Community College, and the world.

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

Oregon Coast Community College does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, marital status, or religion in its programs and activities. The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

- Vice President Academic and Student Affairs, Dr. Kristina Holton, 541-867-8511 kristina.holton@oregoncoast.edu, or
- Director of Human Resources, Joy Gutknecht, 541-867-8515 joy.gutknecht@oegoncoast.edu.

Updated 06/2026



OCCCC Dual Credit Site Visit Form

Purpose: To meet the mandatory standards outlined by HECC for dual credit partnerships, it is essential that OCCC demonstrate evidence of collaboration and alignment of course outcomes between high school instructors and college liaisons. Syllabi alignment is the first step, and a site visit serves as an additional opportunity for further alignment discussions and coordination. All standards can be found here: <https://www.oregon.gov/highered/about/Documents/High-School-College/ALL%20Oregon%20Standards%20for%20Accelerated%20College%20Credit.pdf>

High School Instructor Name: _____ Date: _____

High School Name: _____

High School Course Name: _____ OCCC Course: _____

OCCC Dual Credit Liaison Name: _____

I visited the Dual Credit high school faculty's class on the date noted above can affirm that:

- ☐ The curriculum, pedagogical, theoretical, and philosophical approach in this Dual Credit course is consistent with the college course at OCCC, and that Dual Credit students are held to the same assessment methods and grading standards as those expected in on- campus sections.
- ☐ The course is not substantially the same. A follow-up discussion will be had between the instructor and the liaison to remedy the issue. Use the space below for notes on any issues with alignment. See page two for specifics.

Issues with alignment	Suggestions for change	How/when will this change happen? Timeline to affect change
1)	1)	1)
2)	2)	2)

OCCC Dual Credit Liaison Signature: _____ Date: _____

I have reviewed the comments written by the OCCC liaison and acknowledge the liaison's visit on the specified date noted above.

Dual Credit High School Faculty Signature: _____ Date: _____

Performance Level » » »	Meets Standards		
Assessment Dual Credit standard DC-A1-3: Students are held to comparable standards of achievement, are graded similarly, and are assessed using comparable methods as students in on-campus	☐ Learning assessments and grading methods are <u>similar to</u> those used on campus.	☐ Changes needed:	
NOTES (HIGHLIGHTS / SUGGESTIONS / COMPLIMENTS) . . .			
Course Rigor & Alignment Dual Credit standard DC-C3: Articulated courses must provide the same content, course materials and outcomes as a OCCC course.	☐ Course rigor matches OCCC standards.	☐ Changes needed:	
NOTES (HIGHLIGHTS / SUGGESTIONS / COMPLIMENTS) . . .			
Pedagogical Alignment Dual Credit standard DC-C3: Articulated courses must reflect the pedagogical orientation of the college's academic department.	☐ Course pedagogical orientation is <u>similar to</u> the OCCC department.	☐ Changes needed:	
NOTES (HIGHLIGHTS / SUGGESTIONS / COMPLIMENTS) . . .			
Course Delivery Dual Credit standard DC-C3: Required software used? Required contact hours/match on campus? Is the approved syllabus the one presented to students? Textbook appropriate and relevant?	☐ Course delivery matches OCCC standards.	☐ Changes needed:	
NOTES (HIGHLIGHTS / SUGGESTIONS / COMPLIMENTS) . . .			

Please return completed forms to the Director of Curriculum Operations and Effectiveness
laura.mcclister@oregoncoast.edu.

Checklist for High School Teacher

Prior to the beginning of the course:

- ☐ Formal check-in: collaborate with the liaison/PLC to ensure alignment of the course with OCCC outcomes/standards.
- ☐ Create the syllabus using the appropriate OCCC template and submit it to the liaison once alignment with liaison is complete. The liaison will submit the finalized syllabus to OCCC.

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 apply to OCCC and complete registration for the course using a QR code.
- ☐ Submit a roster of students to the dual credit coordinator at OCCC and your liaison.
- ☐ Complete the attendance process with OCCC or work with the liaison to have the attendance process completed.

Midway through the course:

- ☐ Attend the content area workshop presented by your liaison.
- ☐ Review your class roster and contact Laura McClister if it is incorrect. Alert her if any students drop or move.
- ☐ Formal check-in with liaison/PLC: general check-in, questions, concerns, guidance on assessments.
- ☐ 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.
- ☐ Schedule a site visit with your liaison.

At the end of the course:

- ☐ Have students complete the **end-of-term course evaluation**.
- ☐ Formal check-in with liaison/PLC: review of the term and looking forward to next term.
- ☐ **SUBMIT FINAL GRADES**
- ☐ Complete the **Student Learning Outcomes assessment** through the link emailed.
- ☐ Work with your liaison for your course in the next term or year.

Checklist for Faculty Liaison

Prior to the beginning of the course/LCSD term:

- ☐ Formal check-in: collaborate with the teacher to ensure alignment of the course with OCCC outcomes/standards.
- ☐ Discuss the syllabi with the teacher and once both agree, the teacher will submit the syllabi to the liaison. Review the syllabi for content area and make sure it utilizes the correct OCCC template.
- ☐ Submit the final syllabi and documentation of alignment process to the Teams Folder.

At the beginning of the course/LCSD term:

- ☐ Work with the teacher on registration issues.
- ☐ Work with the teacher to ensure that the attendance process has been completed.
- ☐ Begin working on a content area professional development to present to high school teachers. Collaborate with any other liaisons or faculty members to provide a quality workshop.
- ☐ Schedule the workshop with the high school teachers.

Midway through the course/LCSD term:

- ☐ Check-in with the teacher regarding withdrawal deadlines for students.
- ☐ Conduct the content area workshop.
- ☐ Schedule a site visit with the teacher and complete the visit (submit form).
- ☐ Formal check-in: general check-in, questions, concerns, guidance on assessments. Submit documentation of this check-in to the Teams folder.

At the end of the course/LCSD term:

- ☐ Remind the teacher to administer the end-of-course surveys.
- ☐ Remind the teacher to complete Student Learning Outcomes assessment.
- ☐ Work with the teacher to ensure that grades have been submitted. Some liaisons choose to enter the grades themselves.
- ☐ Formal check-in: review of the term and looking forward to next term. Submit documentation of this check-in to the Teams folder.

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 the Faculty Portal as described above.

NP (No Pass)

- Unacceptable performance.
- 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 the Faculty Portal 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 affect 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. The incomplete contract form can be found on the instructional resource's webpage at <https://oregoncoast.edu/instructional-resources/> .

PLEASE NOTE!

Credit for articulated courses cannot be granted retroactively if a student decides later that she/he/they *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 credit while the opportunity is available to them.

Resolving Quality Concerns

Dual Credit Non-Compliance Statement

Oregon Coast Community College and our partnering Lincoln County schools are united in a mission to deliver outstanding educational opportunities for students through a dual credit (DC) program, which serves as an effective tool in fostering student success. Collaboration, communication, cooperation, and a sincere commitment to the partnership are essential to maintain a strong and mutually beneficial relationship between high schools and the college and to avoid any compliance issues.

Our objective is to support high school educators in embracing necessary adjustments to ensure parity between their courses and those offered on our campus. To aid in this parity, DC Instructors must interact with their faculty liaison at least once annually while SDC instructors must interact with their faculty liaison at least quarterly. Additionally, all DC instructors are due for a formal observation by their faculty liaison once per year. Instructors must also meet other standards regarding getting students registered in the classroom, pairing syllabi, entering attendance, reporting grades, and participating in professional development.

The following process will be followed if non-compliance is a concern:

1. If a high school instructor is not meeting the requirements of their roles and/or curriculum alignment, an OCCC dean or supervisor will be contacted as well as the high school administration.
2. A meeting or phone conference will be held, including high school and OCCC administrators, OCCC faculty liaison, and the high school teacher to discuss concerns and determine possible solutions. For specific course concerns, at the liaison's discretion, the high school teacher may repeat the curriculum alignment review process.
3. For concerns outside of curriculum alignment and/or repeated curriculum issues, the high school teacher and their OCCC liaison will develop a written plan for improvement and implement it immediately.
4. If concerns cannot be resolved by the high school teacher in collaboration with their OCCC liaison, OCCC will issue a non-compliance letter to the high school teachers and their high school administrator with a date in which concerns need to be corrected.
5. If the concerns are not addressed in a timely manner to the satisfaction of the stakeholders involved or if the infractions are a continuous issue, future course articulations may be denied if the concerns addressed in the letter are not corrected.
6. If a faculty liaison is in non-compliance, the college will abide by the policies presented in the [Faculty Collective Bargaining Agreement](#).

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 Teaching 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 Teaching 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.
 - 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.

Dual Credit Consent to Release Information

I hereby authorize Oregon Coast Community College (OCCC), Lincoln County School District (LCSD), and my instructors, to share, obtain, and release information in my student records. Information that may be exchanged between the high school and the college may include official student academic/administrative records, identifying information, grade level completed, grades, attendance records, assessment placement reports, achievement test results, psychological evaluations or social work reports, multidisciplinary team evaluations and related reports, appropriate agency reports, individualized education plans, programs and records, disability documentation, and other records. OCCC may also release all attendance, grades, and other records requested by my parents (or legal guardians) until such time as this authorization is rescinded in writing to the attention of the Vice President of Student Affairs, Oregon Coast Community College.

Student Name Printed	Last	First	Middle
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Signature of Student	Date
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Parent/Legal Guardian Name Printed	Last	First	Middle
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Signature of Parent/Legal Guardian	Date
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2025-2026 Calendar of Important Dates

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.**

	Fall or Winter	Spring
Application & Registration Due	Oct. 16, 2026	March 1, 2027
Last day to drop from a class	Nov. 02, 2026	March 15, 2027
Last day to withdraw from a class	Nov. 30, 2026	April 2, 2027
Grades Available	F: December 9, 2026 W: March 23, 2027	Jun 18, 2027

	Year Long Course
Application & Registration Due	Oct. 16, 2026
Last day to drop from a class	Nov. 09, 2026
Last day to withdraw from a class	Feb. 16, 2027
Grades Available	Jun 18, 2027

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

<https://oregoncoast.edu/academics/high-school-students/early-college-dual-credit/>.

Current OCCC Dual Credit Offerings

2026-2027 OCCC Dual Credit Offerings

Please note that not all course offerings are at all high schools, and courses are not available each term. Please check with your high school counselor for specific information if you have questions.

Biology –

BI101 Biology – 4 Credits – 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 – 4 Credits – 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 – 4 Credits – 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.

College Survival and Success –

CG100: College Survival and Success – 3 Credits – Provides information and techniques for time, money and self-management, including motivation, goal setting, and accepting personal responsibility for college success. Includes developing skills for navigating a culturally diverse learning environment and utilizing college resources and services.

Communication –

COMM111Z: Public Speaking – 4 Credits – Emphasizes developing communication skills by examining and demonstrating how self-awareness, audience, content, and occasion influence the creation and delivery of speeches and presentations.

Computer Science –

CS160: Exploring Computer Science – 4 Credits – Explores the field of computer science. Provides an overview of computer architecture, software development engineering, data organization, problem-solving strategies, ethics, and theory of computation. Explores career options and develops rudimentary software development skills. This course is transferable to a four-year institution and is applicable toward an Associate of Science Transfer in Computer Science degree.

Early Childhood Education & Education –

ECE121 Observation and Guidance I – 4 Credits – Focuses on age-appropriate guidance and observations techniques for individual children six weeks 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.

Observation and Guidance I will include basic observation and guidance techniques for individual children (infancy – six years). This course puts more emphasis on guidance techniques and the personal value and belief systems that underlie their usage, but also provides students with some basic observational tools (running records, anecdotes) that can be used in identifying, evaluating, and developing guidance strategies. This course is required for the Early Childhood Certificate and the A.A.S. Degree in Early Childhood Education. In order to count toward the Early Childhood Certificate or AAS degree, this course must be taken for a letter grade. Students must have access to infants, toddlers, or young children (2.5 – 5 years) in order to complete observation assignments.

ECE122I Environments and Curriculum for Infants and Toddlers – 4 Credits – Covers theories of physical and social space, activities, experiences, and materials and the relationships between them for children ages six weeks-three years of age. Introduces the use of developmentally and culturally appropriate practices in planning, selecting, and evaluating environments and curriculum for infants and toddlers in home-based and center-based care. Reviews child development (social/emotional, cognitive, gross/fine motor, communication/language, self-help), relationship-based care, routines, transitions and play with infants and toddlers. Includes planning and implementing environments and curriculum for infants and toddlers. Requires: Up to 10 hours of ECE site observations.

ED120: Introduction to Early Education and Family Studies – 3 Credits – 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. Requires 2-hours per week of observation/participation. Students must enroll in the Oregon Office of Child Care Central Background Registry (Criminal Background Check). Students must show evidence of current TB test and MMR vaccination.

ED124: Culturally Responsive Practices in Early Childhood Education – 3 Credits – Develops awareness of how personal experiences, belief systems, and values impact work with children and families. Examines the impact of cultural, linguistic, and class identities and histories on inter-relationships in diverse populations. Applies techniques for incorporating other people's histories, values and belief systems into child-and-family-centered practices.

Environmental Studies –

ESR171: Environmental Science: Biological Perspectives – 4 Credits – Covers environmental topics that are primarily biological in nature. Includes human population issues, matter and energy resources, ecosystems, environmental ethics, and food and land resources. The associated laboratories will illustrate these topics and may include fieldwork.

Fieldwork Statement:

Fieldwork is a professional competence in many areas of Environmental Studies. Standard field practices include measurements of abiotic and biotic components in a variety of environmental conditions and habitat types. Fieldwork includes use of all the senses to make observations in natural and built

environments. Field training may include developing skills in site characterization, application of key terms and concepts, species identification, and measurement and data collection using appropriate equipment. Fieldwork may include inherent risks (uneven terrain, off-trail work with map & compass, variable weather, insects, environmental irritants, travel, stress, etc.).

Geography –

GEO106: World Regional Geography– 4 Credits – Examines the human, cultural, and environmental geographic issues that shape the world's regions. Includes information on spatial patterns of economic development, natural resource uses, international trade, population and migration, transportation, and cultural landscapes. Analyzes each region as part of the larger global community, with a specific emphasis on current issues and trends.

Health –

HE250: Personal Health– 3 Credits – Inspires close examination and evaluation of factors that influence one's personal health and wellness. Involves critical analysis of health information related to the biological, psychological, sociocultural, and environmental impacts on personal health from a wellness perspective.

History –

HST201Z: United States History I – 4 Credits – Survey of North America and United States history to the early 1800s: Native America, European colonization, colonial development, origins of slavery, American Revolution, early Republic, and Market Revolution.

HST202Z: United States History II – 4 Credits – Survey of United States history from the early 1800s to the early 1900s: Jacksonian era, expansion, Industrial Revolution, slavery, Civil War, Reconstruction, Gilded Age, Populism, Imperialism, the Progressive Era, and the First World War.

HST203Z: United States History III – 4 Credits – Survey of United States history from the 1920s: Depression and New Deal, the Second World War and Cold War, Civil Rights movements, Neoliberalism, Globalization, and the United States and the world.

Literature –

ENG104Z: Introduction to Fiction – 4 Credits – The study of fiction invites us to enter imaginative narratives and confront the challenges of being human. English 104Z provides opportunities for the appreciation of fiction, including deeper awareness of craft and insight into how reading fiction can lead to self-enrichment. Students read a variety of types of fiction, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

Math –

MTH111Z: College Algebra –4 Credits – A course primarily designed for students preparing for trigonometry or calculus. This course focuses on functions and their properties, including polynomial, rational, exponential, logarithmic, piecewise-defined, and inverse functions. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology.

MTH112Z Elementary Functions – 4 Credits – A course primarily designed for students preparing for calculus and related disciplines. This course explores trigonometric functions and their applications as well as the language and measurement of angles, triangles, circles, and vectors. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology.

MTH251Z: Differential Calculus I – 4 Credits – This course explores limits, continuity, derivatives, and their applications for real-valued functions of a single variable. These topics will be explored graphically, numerically, and symbolically in real-life applications. This course emphasizes abstraction, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology.

MTH 252Z: Calculus: Sequences and Series – 4 – Credits – This course explores real-valued sequences and series, including power and Taylor series. Topics include convergence and divergence tests and applications. These topics will be explored graphically, numerically, and symbolically. This course emphasizes abstraction, problem-solving, reasoning, communication, connections with other disciplines, and the appropriate use of technology.

Medical Professions –

MP111: Medical Terminology – 4 Credits – Covers prefixes, suffixes, root words, abbreviations, conditions, symptoms and procedure terms. Course taught by body systems. English communication skills necessary.

Political Science –

PS201: Government – 4 Credits – Examines the development of constitutional traditions in the United States. Includes topics such as the Bill of Rights, interest groups, parties, and elections, as well as, the national institutions including the Legislative, Executive and Judicial branches of government.

Psychology –

PSY201Z: Intro to Psychology I – 4 Credits – Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to: Research

Methods, Behavioral Neuroscience, Consciousness, Sensation/Perception, Learning, Memory, Thinking and Intelligence, and related topics.

Spanish –

SPA101Z: First Year Spanish I – 4 Credits – An introduction to the language, cultural practices, and perspectives of Spanish speaking communities both locally and globally. Cultivates listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for beginners as the first of three in the sequence of First-year Spanish courses (SPA/SPN/SPAN 101Z, 102Z, and 103Z). If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level.

SPA102Z: First Year Spanish II – 4 Credits – Builds on the foundational skills of Spanish 101Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed a term of college level Spanish (or equivalent) as the second of three in the sequence of First-year Spanish courses (SPA/SPN/SPAN 101Z, 102Z, and 103Z). If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level.

SPA103Z: First Year Spanish III – 4 Credits – Builds on foundational skills of Spanish 102Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate communicative skills such as listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed two terms of college-level Spanish (or equivalent) as the third of three in the sequence of First-year Spanish courses (SPA/SPN/SPAN 101Z, 102Z, and 103Z). Students who successfully complete Spanish 103Z are ready to take the sequence of Second-year Spanish courses (Intermediate).

If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level.

Welding –

WLD111: Shielded Metal Arc Welding (E7024) and Oxy-acetylene Cutting – 4 Credits – Covers uses, safety, nomenclature, equipment operation, set-up and shutdown procedures for SMAW and OAC. Prerequisites: Department permission required.

WLD112: Shielded Metal Arc Welding: Mild Steel I (E7018) – 4 Credits – Develops knowledge and skills in the use of E7018 mild steel electrodes when performing various welds in the flat, horizontal and vertical positions. Prerequisites: Department permission required.

Writing –

WR121Z: English Composition I – 4 Credits – WR 121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes.

WR122Z English Composition II – 4 Credits – WR 122Z builds on concepts and processes emphasized in WR 121Z, engaging with inquiry, research, and argumentation in support of students' development as writers. The course focuses on composing and revising in research-based genres through the intentional use of rhetorical strategies. Students will find, evaluate, and interpret complex material, including lived experience; use this to frame and pursue their own research questions; and integrate material purposefully into their own compositions.