



4301 Third Street
Tillamook, Oregon 97141

Dual Credit

**2018-2019
Program Manual
for Instructors**

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Welcome to Dual Credit

Welcome to the Dual Credit program based upon agreements between Tillamook County secondary schools and Tillamook Bay Community College (TBCC). This program manual will clarify program details for potential and current Dual Credit secondary and post-secondary instructors.

This manual addresses program standards as adopted in 2016 by the Joint Boards of Education. These standards, included in Appendix 10 of this document, address the areas of curriculum, faculty, students, and assessment.

This manual is for you, the instructor. Students will have access to their own Student Handbook, describing student expectations, course requirements, and procedures.

In addition to this manual, TBCC works with each school to help with program facilitation. We encourage you to know TBCC staff and to call upon them whenever you need assistance. See Appendix 9 for a list and contact information for TBCC staff.

We continue to strive to improve opportunities for Tillamook County high school students to become successful completers of post-secondary programs. The High School Team at Tillamook Bay Community College facilitates the relationships between the high schools and Tillamook Bay Community College.

Thank you for your continued efforts and participation.

The High School Team
Tillamook Bay Community College
503-842-8222, ext. 1060

Becoming a Dual Credit Instructor

The process for becoming a TBCC Dual Credit instructor includes both instructor approval and course approval. Initial approval for both the instructor and the proposed course can be applied for with the submission of the High School Instructor Dual Credit Approval form (see Appendix 5). Supporting documentation should include the instructor's resume, unofficial copies of bachelor's and master's level transcripts (if applicable), and a copy of the high school instructor's current syllabus for the course they are seeking approval to teach. The resume should detail the history of the instructor's teaching and professional experience, in addition to their educational background and certifications, if applicable.

Prior to Application for Approval

1. Identify the TBCC course(s) you are seeking approval to teach for dual credit. (Note: Per state regulations, only courses that are listed in the TBCC course catalog are eligible for dual credit articulation. The college cannot articulate courses for dual credit that the college does not currently teach/offer. If you are not sure whether the college offers the class you are applying for approval to teach, check the TBCC course catalog at <http://www.tillamookbaycc.edu> .)
2. Contact the TBCC Chief Academic Officer to request a copy of the current TBCC syllabus for the course.
3. Compare the college syllabus to your own syllabus for the high school class you are currently teaching. To qualify for dual credit approval, your high school course must match the college course content, student learning outcomes, and expectations. Methods of assessment to evaluate student achievement of student learning outcomes should also be congruent.
4. If you feel your course meets these requirements, or you would be willing to modify your course to match them, complete the High School Dual Credit Instructor Approval form (see Appendix 5) and submit it with your resume, unofficial copies of your transcripts, and a copy of your current course syllabus to the TBCC Chief Academic Officer (or his/her representative).
5. In addition to the requirements for course articulation, the high school instructor must meet the minimum faculty qualifications to teach Lower Division Credit or Career Technical Education (CTE) courses. These minimum qualifications are the same requirements for adjuncts to teach TBCC courses. See Appendix 1 for minimum faculty qualifications.
6. If you are notified that you and your course are approved for Dual Credit, you will also be required to sign the Dual Credit Instructor Agreement (see Appendix 12 for example.)

NOTE: All requests for approval as a dual credit instructor must be submitted by April 30 of the prior academic year, before the last scheduled Curriculum and Assessment Committee meeting of the academic year. New applications for approval cannot be considered over the summer months as TBCC faculty are not available for the review.

Approval Process

Once your request and supporting materials have been received, the Chief Academic Officer will schedule the materials for review at the next TBCC faculty Curriculum and Assessment Committee meeting.

1. The committee will review instructor qualifications and make a decision on whether the instructor is to be approved to teach dual credit. If the instructor is not able to be approved based on their qualifications, faculty will consider whether a Sponsored Dual Credit situation is feasible (see Appendix 1 for Sponsored Dual Credit requirements).
2. High school course syllabi are reviewed in detail during the course articulation approval process. TBCC departments/divisions will review submitted syllabi to determine if the high school course meets the same standards and content and reflects the pedagogical, theoretical, and philosophical orientation of the on-campus course.
3. The decision on approval will be communicated to the high school instructor within 60 days of the time the request is received.
4. Requests for further clarification will be communicated to the high school instructor within 60 days of the time the request is received, thus potentially delaying decisions on approval for a reasonable amount of time. The TBCC Office of Instruction will keep the instructor informed. For this reason it is advisable to submit the request well in advance of the April 30 deadline for the coming year.
5. If the instructor and the course have been approved, an email will be sent to the instructor and the high school representative notifying them of the approval. A Course Articulation Agreement will be completed by the start of the new academic year between the college and the high school for that course, taught by the approved instructor. This agreement will be signed by the High School Instructor, the High School Principal or their authorized representative, and TBCC's Chief Academic Officer and the College President. In addition to the articulation agreement, a Dual Credit Instructor Agreement form will be sent, which must be signed by the high school instructor and returned to TBCC with the Course Articulation Agreement (see Appendix 12).
6. It is recommended that instructors use the same textbook as is used in the TBCC on-campus course (detailed in the TBCC course syllabus). However, recognizing school district budgetary issues and textbook costs, it is not required for all courses. Please verify textbook requirements with the TBCC Office of Instruction. Many TBCC courses are now utilizing OERs (Open Educational Resources) as an alternative to purchased textbooks. OERs are free to the students and are available for online use – although they may be printed at the student (or high school) expense.
7. Textbook purchases may be facilitated through the online TBCC Bookstore at 503.842.8222, ext. 1240. Textbook requests must be received at least ten weeks before the start of the high school term to allow for enough processing time to make them available for the start of instruction. Allow time for delivery of your order.

NOTE: Initial approval to teach dual credit courses covers ONLY the courses listed on the initial Approval Request form. If the high school instructor subsequently desires to be approved to teach additional courses, a new form must be submitted and this request must be approved by the college Curriculum and Assessment Committee.

Additional Requirements for Dual Credit Courses

Dual Credit Course Syllabus

High School courses approved for dual credit articulation must use the approved TBCC course syllabus template. This is not only to ensure course equivalency but also to help high school students become familiar with the typical content and layout of a college course syllabus, in preparation for their studies in higher education, as part of the philosophy behind dual credit offerings. Please see Appendix 2 for required elements of the dual credit course syllabus.

The final version of your dual credit course syllabus must be submitted to the TBCC Office of Instruction before the end of the first week of instruction of the term. These records are maintained for State Dual Credit Program Approval as well as for accreditation purposes.

Dual Credit Course Name and Course Description

While the Dual Credit course may have a different name from its TBCC counterpart, there should be a catalogued correlation of the high school course name and college course name documented and maintained by the TBCC Office of Instruction and the high school. This relationship is documented on the official course articulation agreement between the college and the high school. Current TBCC course descriptions can be viewed online in the TBCC course catalog. To comply with regulations, the high schools must use this description at a minimum. See Appendix 3 for an example of course descriptions.

Dual Credit Assessment Standards

- Dual Credit instructors will make clear statements of course learning outcomes on course syllabi.
- Dual Credit instructors are required to include assessment methods and criteria in course syllabi.
- Dual Credit instructors must include grading standards on course syllabi. Grades will vary A to F. Grades of "I" (Incomplete) or "AU" (Audit) are not permissible for dual credit courses.
- Dual Credit instructors are required to participate in articulation meetings to review and update course syllabi, course learning outcomes, and course grading standards, as well as other agenda topics.
- Further discussions about assessment practices and methods are shared at articulation meetings.
- Dual Credit instructors are required to update course syllabi and course content to reflect grading standard revisions to meet or exceed changes in on-campus standards.

Grade Submission

Dual Credit instructors are required to submit course grades to the TBCC system by the same deadline given by their high school for grade submission. Instructions for grade submission are provided on page 8 of this manual. Only grades “A” through “F” are acceptable for dual credit courses.

Dual Credit Course Evaluations

Dual Credit instructors are required to administer TBCC course evaluations to their students before the end of course instruction. Instructors will receive reminders with instructions and a link to the online course evaluation process. Evaluations are also available to be completed on paper – although the college prefers the process to be completed online, as student comments must be transcribed by hand.

Accommodations for Special Needs

Dual Credit instructors shall accommodate IEP and 504 students with appropriate alternative assessments, to be determined by the high school. Determination on reasonable accommodations for students with special needs will be provided by the high school.

Dual Credit Meeting Attendance

Instructors approved to teach dual credit courses are required to attend scheduled dual credit meetings as a condition of their continued approval and to meet state dual credit requirements. Instructors who do not attend a minimum of two meetings per year will have their approval revoked.

In 2018-19, the college will be initiating the Tillamook Student Transitions Consortium (TSTC), which will have four scheduled meetings throughout the academic year. Dual Credit instructors participating in this project will receive stipends for their participation. High school instructors of articulated Physical Education courses are exempted from participation in the TSTC.

Next Steps After Instructor and Course Approval

MyTBCC

The MyTBCC portal is a good resource for instructors, allowing access to your rosters, Tillamook Bay email, grading and a searchable course schedule, among other things.

Account Set-up and Logging in

You can set up or login to your MyTBCC account from anywhere you have access to the internet. Here are the steps to activate your account:

1. The TBCC IT Office will provide you with your ID and temporary password when your records have been finalized.
2. Your user ID will be your TBCC ID number. If you do not know your TBCC ID number, call the Office of Instruction at 503-842-8222, ext. 1060 and you will be assisted in

getting the number. Information or help on MyTBCC is available from TBCC's IT department at 503-842-8222, ext. 1610.

3. Go to the Tillamook Bay Community College website: <http://www.tillamookbaycc.edu/>
4. Click on the MyTBCC link in the upper right hand corner to log in.

Dual Credit instructors are able to access class lists and other information through the MyTBCC portal.

Grading

TBCC grades are entered at MyTBCC, the Tillamook Bay Community College portal. Each Dual Credit instructor is expected to enter their grades electronically through the website and according to grading deadlines.

Each TBCC Dual Credit instructor will be assigned MyTBCC access for grade entry. Instructors should log in and activate their account as soon as possible, so they are familiar with the page and how to get to their class lists for grading. Steps for initial access to MyTBCC are detailed above in the MyTBCC section.

Faculty Grade Entry Process

Grade entry dates:

Dual Credit course grades are due to be submitted through the TBCC system (MyTBCC) on the same day that your high school grades are due.

If you have questions, contact Rhoda Hanson, 503-842-8222 x1110 or rhodahanson@tillamookbaycc.edu.

How to Enter Your Grades

Step 1-

Log in to My TBCC and enter your TBCC ID number and your password.



If you don't know your TBCC ID number or your password, please contact the Director of Student Services, Rhoda Hanson to get it. 503-842-8222 x1110 or rhodahanson@tillamookbaycc.edu.

Step 2 –

Go to the Faculty Tab to access your current course(s).



Step 3 –

When the grade entry is open you will be able to select your course from the View Course List by choosing the correct year and term for your course. Select your course to enter your grades by clicking on the blue name of the course.

To enter/change grades, first select a Division and Term, and click the Search button. When the list of courses has been displayed, click on a course title to see the class list.

Search Criteria:

Division: Term:

Course	Title	Cr Hrs	Clock Hrs	Final Grading Period Opens?
MUS 206 100 01	Introduction to the History of Rock	3.00	3.00	N

Step 4 – Set your default Last Day of Attendance to the last day of your course. Enter your grades. For students who earn a non-passing grade “F” or “NP”, do not use the default Last Day of Attendance. You must enter the date of your last academic interaction with the student. This academic contact could be in class, online, or through other communication.

Default Last Date of Attendance:

The default date you select will be applied to students that have no last date of attendance.

The Grading Type for students will only be displayed if it is different than the Course Grading Type.

FERPA Restr.	Student	ID	Grad?	Final Grade	Grading Type	Last Date of Attendance	Absences	Clock Hrs	Cross-listed Course	Class	Division
	[REDACTED]		Y	Select...			0	3.0 0			UG

Step 5 – Save the grades.

If you need to make a grade change after submitting your grades contact Rhoda Hanson, 503-842-8222 x1110 or rhodahanson@tillamookbaycc.edu for a grade change form that needs to be filled out and submitted to Rhoda.

Notes on Grading

- All students on your course roster at the end of the term must be given a grade. If a student stopped attending, but still shows on the grade roster, you must give the student a grade for the course because the student did not drop the course.
- Registered students will receive an A-F. “I” (Incomplete) and “AU” (Audit) grades are not permissible for a Dual Credit course.
- All grades do not have to be entered at the same time. However dual credit course grades are due by the same deadline you have to enter your grades for your other high school courses.
- Most importantly, do not forget to click on SUBMIT often while posting grades. The session will time out without action and changes will be lost. If you do not click “Submit” after you have entered grades, the system will not register any of your entered grades.
- If there is a need to change a grade after the grades have been processed you will need to call the Registrar at 503-842-8222, ext. 1110 for assistance. Grade changes may be submitted via the Grade Change Request form in MyTBCC:
 - Navigate to <http://www.tillamookbaycc.edu> .
 - Click on MyTBCC in the upper right hand corner.
 - Log in with your MyTBCC ID and password.
 - Click on the faculty tab.
 - Click on “Grade Change Request” on the left.
 - Click “Grade Change Request Form” and complete and submit the form.

For further assistance, call the TBCC Registrar at 503-842-8222, ext. 1110.

Registration Process

Dual Credit instructors are expected to facilitate the student registration process for each Dual Credit course. For details on the registration procedures, see Appendix 7.

Keeping in Touch

Articulation Meetings

- The Fall Articulation Kick-off meeting is usually held early in September. The spring content-specific articulation meeting is usually held in early June.
- Dual Credit high school instructors and at least the subject-specific TBCC faculty liaison (see Appendix 9) will attend both the Fall Kick-off meeting and the spring articulation meeting.
- High school and TBCC course syllabi will be collected annually at or before the Fall Kick-off meeting and are maintained by the Office of Instruction.
- The spring articulation meeting will address specific agenda items and TBCC faculty will share updated course syllabi with Dual Credit instructors.

- Instructors who do not attend articulation meetings may be at risk of losing Dual Credit certification.

Electronic Opportunities

- The post-secondary counterparts have group E-mail addresses for their high school instructors and will routinely communicate about courses and policies.

Course Visitations

- High School instructors of Dual Credit courses are encouraged to visit the TBCC campus and sections of the courses they teach.
- TBCC faculty liaisons will visit high school instructors at the high school site as well.
- TBCC Dual Credit personnel (refer to Appendix 9) regularly visit the high schools.

FERPA Statement

FERPA stands for the Family Educational Rights and Privacy Act. FERPA is a Federal law that protects the privacy of the students' educational records.

Under FERPA, TBCC cannot release to anyone other than the student:

- Financial records (accounts, financial aid, etc)
- Grades and GPA information
- Class schedules, times, locations
- Personally identifying information such as student identification numbers, Social Security numbers, and birth dates.

Students may fill out a Student Information Release Form with TBCC Student Services so parents may call or come in to ask about certain types of protected information to help them. The college is required to follow federal FERPA guidelines. However within the confines of your high school environment you should follow your high school's guidelines.

Dual Credit Student Processes and Other Information

Student Enrollment – How do students complete an admissions applications and register for a course?

Students must apply for admission and be issued a student identification number *prior to course registration.*

- Visit our website at <http://www.tillamookbaycc.edu> and click on the “Admissions & Registration” tab at the top of the page.
- Scroll down and click the dark “Apply” button.
- Click the link that says “Current High School Students” under the first “Apply for Admission” heading.
- Scroll down again and click the dark “Current High School Student Application” button.

- Complete the online application and submit it electronically.
- In 2-3 business days, the student will be emailed a TBCC ID number and a temporary password. Remind your students to watch their email for this information.
- Once they have completed the application process, if they want to take a Dual Credit class, registration for the college credit class will be completed with the high school counselor.
- The counselor will provide a list of enrolled students for each dual credit class to TBCC.

Students should be provided a Student Handbook by the high school instructor. All program details, student status and other information, are clearly outlined in the handbook. Topics included are:

- What is Dual Credit? Advantages? Dual Credit Status at TBCC
- Student Identification Numbers
- Access to Campus Services
- Course Requirements and Prerequisites
- Student Responsibilities
- Student Accommodations
- Transcripts
- TBCC Code of Conduct and Policies
- Grading Procedures
- Registration Procedures
- Financial Aid
- TBCC website information
- TBCC Academic Year Calendar with Important Dates

All personal information is maintained online at <http://www.tillamookbaycc.edu>. Students must log on to MyTBCC with their ID and Password to access their information. It is the responsibility of the student to keep TBCC notified of any changes in personal information (i.e. e-mail, address, and phone).

It is the responsibility of the high school instructors, **within the first week of class, to provide students a copy of their course syllabus**, and to inform students of the status of the course as a Dual Credit offering through TBCC. (Course syllabi should contain this information.) Due to the expected rigor of the dual credit class it can be helpful to remind students of this.

Course Requirements, Syllabi and Prerequisites

Specific course requirements must be given to students in a course syllabus, which must follow the same format as the Tillamook Bay Community College course syllabus, including course description, prerequisites, course outcomes, grading expectations, required materials and activities. Outcomes must match TBCC stated course outcomes, although classroom activities may differ. See Appendix 4 for syllabus examples.

TBCC faculty will submit changes in requirements and/or prerequisites to the Office of Instruction in a timely manner. Faculty will communicate directly with high school instructors during the articulation meeting to facilitate changes in TBCC's curriculum.

Prerequisites

Specific placement test scores are required for Admission to TBCC. In addition selected courses may require particular test scores (e.g., RDWR 115) prior to registration. Please refer to Appendix 6 for current course requirements and recommendations.

Placement Testing

Most course prerequisites will require submission of placement scores to TBCC to verify satisfaction of reading, writing, and/or math prerequisites. Tillamook Bay Community College uses the Accuplacer placement test. However, ACT or SAT scores can also be used for placement in writing and math. Accuplacer testing is available on the TBCC Campus in the Library. Students can contact their school counselor for more information about testing at your school. Students should use their social security number for placement testing.

Underage Students

By Oregon Statute, dual credit enrollment is intended for students who are Juniors or Seniors (sixteen years of age or older). A Sophomore student under sixteen years of age seeking to register for dual credit must follow the same process as underage students seeking to enroll on campus.

Students under the age of 16 who wish to be considered for enrollment in TBCC classes should:

1. Obtain a letter of recommendation from their high school counselor or administrator, which addresses both academic and behavioral preparedness for an adult learning environment. Before continuing, they must submit this required document in person, by email, or fax to TBCC Student Services.
2. Visit our website at <http://www.tillamookbaycc.edu> and click on the "Admissions & Registration" tab at the top of the page. Scroll down and click the dark "Apply" button. Click the link that says "Current High School Students" under the first "Apply for Admission" heading. Scroll down again and click the dark "Current High School Student Application" button. Complete the online application and submit it electronically.
3. Take a college placement exam. Regardless of what type of classes the student under the age of 16 wishes to enroll in, they must place at the minimum levels of Reading/Writing 115, and Math 70. This is an important component in assessing preparedness to pursue college level classes. Testing is available at the TBCC Library on a drop-in basis or at local high schools.

4. Schedule an appointment with a Career Education Advisor. Both the student and their parent/guardian are required to attend, prior to registering for classes.
5. Complete the “Underage Enrollment Form” as discussed with their Career Education Advisor at the time of your scheduled appointment.
6. Once they have completed the application process, if they want to take a Dual Credit class, registration for the college credit class will be completed with the high school counselor. The counselor will provide a list of enrolled students for each dual credit class to TBCC. Instructor approval may be required as part of the registration process. The decision of whether a student has demonstrated the ability to perform academically is at the sole discretion of TBCC.

Prior to each term, students under the age of 16 must consult with a Career Education Advisor and obtain a signature of approval for their schedule of classes before registering. Continuing registration for all students under the age of 18 will be contingent upon the student’s compliance with all relevant college financial, academic, and student conduct policies.

Transcripting Dual Credit Courses

The grade a student receives in a Dual Credit course will be applied to and appear on a transcript from TBCC (see instructions below), and may, in most cases, be transferred to other academic institutions. Instructors must post their grades by deadlines given each academic year through the TBCC Student Services or Office of Instruction. See Appendix 11 for a calendar of important dates.

It is the responsibility of the student to drop the class by the stated deadline if (s)he does not want the grade. Instructors should remind students of approaching deadlines.

Students have access to view their TBCC transcripts online as soon as the class is graded. Students can verify that all their Dual Credit grades have been posted by checking MyTBCC before they request an official transcript. Any changes to the transcript must be submitted in writing by the high school instructor to the TBCC Registrar within 12 months of course completion.

To Help a Student Verify TBCC Transcript

Unofficial Transcripts (no charge)

1. Students should log into their MyTBCC account.
2. Once the student is logged in, they should click on the Students tab.
3. Scroll down to the box that says “My Unofficial Transcript” in the center column.
4. Make sure the Division drop-down says “Undergraduate Credit” and click on “View Unofficial Transcript.”

Students can also view their grade report by following these steps:

1. Click on the Student tab.
2. Click on Advising on the left.
3. In the far right box labeled My Grade Report, choose the correct class term from the term drop-down list.
4. Click on Final Grade Report.

To Request an Official Transcript

1. Navigate to <http://www.tillamookbaycc.edu>
2. Mouse over the “Resources” tab and click “Request a Transcript” under the quick links header.
3. Have the student choose the method for ordering a transcript that they would like to use and follow the steps.

APPENDICES

Appendix 1 – Faculty Qualifications Requirements for High School Dual Credit Approval

(Excerpted from TBCC administrative Rule No. D021 Title: Instructor Qualifications)

- I. As recommended by the Curriculum Committee, minimum qualifications for all new contracted or adjunct and approved dual credit instructional faculty are set forth below.
 1. Lower Division Collegiate instructors shall meet one of the following sets of criteria:
 - a. hold a master's degree in the subject area (or hold a master's degree in a related area and have completed at least 24 quarter hours or 16 semester hours of graduate credit in the subject area), or
 - b. hold a master's degree in any subject area and hold a bachelor's degree in the subject area and have completed at least 9 quarter hours or 6 semester hours of graduate credit in the subject area to be approved to teach only a number of specific courses, or
 - c. have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area and/or have the qualifications set by the licensing or accrediting organization for the subject area.
 2. Career and Technical Education instructors shall meet one of the following sets of criteria:
 - a. hold a master's degree in the subject area (or hold a master's degree in a related area and have completed at least 16 semester hours or 24 quarter hours of upper division credit in the subject area) and have a minimum of three years of recent full-time nonteaching experience in the subject area, or
 - b. hold a bachelor's degree in the subject area (or hold a bachelor's degree in a related area and have completed at least 16 semester hours or 24 quarter hours of upper division credit in the subject area) and have a minimum of four years of recent full-time nonteaching experience in the subject area, or
 - c. hold an associates of applied science degree in vocational education or in the subject area, whichever is more appropriate, and have a minimum of five years of full-time nonteaching experience in the subject area, or
 - d. have, in the judgment of the college Curriculum Committee, a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area, and/or have the qualifications set by the licensing or accrediting organization for the subject area, and have a minimum of five years of recent full-time nonteaching experience.

.....

4. Instructors shall have earned required academic credentials at a regionally accredited US institution or a foreign institution having the equivalent of regional accreditation. Instructors with credentials from other countries will have their transcripts evaluated by agencies that have good standing with the National Association of Credential Evaluation Services to establish fulfillment of this standard.
5. An instructor who was approved under a prior version of the Instructor Qualifications will remain qualified, provided s/he has taught at least one course in the subject area for TBCC each academic year since approval, except when subject- specific Instructor Qualifications are updated for reasons such as changes in professional registration, government certifications, familiarity with special equipment, processes, or computer software.

II. Sponsored Dual Credit (formerly Instructor of Record):

As approved by the College Curriculum Committee, minimum qualifications for sponsored dual credit for Lower Division Credit courses are set forth below:

- a) Bachelor's degree in the subject area applied to qualify for.
- b) Available TBCC full-time or adjunct faculty member to serve as sponsor.
- c) Preliminary meeting between college and high school faculty to establish college faculty agreement to sponsor.
- d) Approval by college Curriculum Committee to teach Sponsored Dual Credit.
- e) Minimum of three meetings before and after period of high school class instruction, as detailed below:
 - i. prior to start of instruction, with discussion of course learning outcomes and outcomes assessment methods
 - ii. classroom visit from sponsoring faculty
 - iii. review of final assessment and grading methods.
- f) Sponsored dual credit faculty will agree to comply with the same college and State dual credit standards and requirements that apply to non-sponsored dual credit faculty, including requirements to establish course equivalency, attendance at college dual credit meetings, administration of college student course evaluations, and grade submission deadlines. Failure to comply will result in withdrawal of sponsored dual credit approval.

- g) Initial or continuing approval of sponsored dual credit application may be subject to faculty capacity and/or availability of college resources.

NOTE: Sponsored Dual Credit minimum qualifications for Career Technical Education courses will be as set forth in item 2 of this document.

NOTE that a number of courses within CTE program curricula have been reclassified as Lower Division Credit courses to provide for a broadened transfer capability for these courses. As such these courses will be subject to the minimum qualifications for Lower Division Credit courses. In general CTE courses which qualify as practical skills applications classes remain within the CTE classification.

Appendix 2 – Dual Credit Syllabus Template

Dual Credit Course Syllabus

Course Number. Course Title -- # Credits

Term, Year

Meeting Day(s), Time, Place

Instructor: *Name and Title*
Office: *Location and office hours (if applicable)*
Phone: *Include personal number only if you are willing to release to students*
E-mail: *@tillamookbaycc.edu or @mail.tillamookbaycc.edu or other*

Course Description: *This should be the Catalog description, including recommendations and/or prerequisites/co-requisites if any (copy and paste from the Catalog.)*

TBCC Email: TBCC will use electronic communication methods to conduct official and legal College business. Students are responsible to check their TBCC email and the TBCC student portal (MyTBCC) for information from the College.

Please Note:

If you consider dropping a class, please talk with your instructor first. If you don't attend classes, you may lose your financial aid. You may only attend this course if you have registered. If you are not able to attend, you must drop the course through Student Services. In order for you to get a refund, you must drop before the deadline in the class schedule. If you stop attending the class without dropping, then you may receive a failing grade.

Attendance: *Optional Category – attendance and make-up policies (if any)*

Course Learning Outcomes: *Intended course learning outcomes from the TBCC course syllabus. (Please contact Amy Alday-Murray in the Office of Instruction if you have questions about course learning outcomes - amyaldaymurray@tillamookbaycc.edu or x 1070)*

Competencies and Skills: *Student competencies and skills from the TBCC course syllabus.*

Instructional Materials: *E.g., textbooks, supplies, and/or equipment required for course*

Course Requirements: *Major assignments (exams, essays, projects, etc.)*

Grading: *Grading criteria specific enough for student calculation of grade*

ADA Statement:

Students who have a documented disability and require a classroom adjustment or accommodation should contact the Disabilities Coordinator/Career Education Advisor and provide the Approved Academic Accommodation form to the Instructor

Academic Support Statement:

The Learning Center provides assistance to students with writing and math assignments. Hours are posted in the Library and classrooms. Peer tutors are available to assist students in a variety of subjects. Contact the Library for more information on peer tutoring.

Class Registration Statement:

Students may attend this course only if registered. Students who are unable to attend must drop the course through Student Services. To have tuition charges removed, the course must be dropped by the student before the drop with refund deadline in the Class Schedule. Students who never attend, or stop attending, without dropping may receive a NS, W, or F and will be required to pay for the course.

Grading Options Statement:

Students taking credit classes can choose between receiving traditional letter grades (A-F) and Pass/No Pass (P/NP) if the department has permitted both options for a course. *If you do not select a grading option*, you will automatically have the default grading option for that course. The default option is generally a letter grade, but could be pass/no pass. You can change your grading option through Student Services up until the eighth week of the term (for an eleven-week course). The only grading option available for each student is the one the student submitted during the selection timeframe.

Academic Integrity/Student Conduct Statement:

Students of Tillamook Bay Community College are expected to behave as responsible members of the College community while on campus and to be honest, ethical, and professional in their behavior and academic work. Tillamook Bay Community College strives to provide students with the knowledge, skills, judgment, and wisdom they need to function in society and careers as educated adults. Respect for others and behavior appropriate for a professional and educational environment is required of all. Behavior that violates the Code of Student Conduct, including any behavior disruptive to the educational process, is subject to disciplinary action.

To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination is dishonest and corrupts the essential process of higher education. Academic dishonesty is also subject to disciplinary action. The full text of TBCC's Code of Student Conduct and Academic Integrity Policy can be found in the Student Rights and Responsibilities section of the TBCC Catalog.

Flexibility Statement: *E.g., "Assignments, exams, and/or calendars may be changed..."*

Tentative Schedule by Week/Day and Date:

Technology Statement: (This is required for online and hybrid courses, but suggested for others.) Most students need the following in order to take courses at TBCC. You are still encouraged to take this class, but if you lack technical or skill knowledge, please see me after class or make an appointment so that we can talk.

Technical (need):

1. Access to a computer (at home, school, or work) which you can use for extended periods of time.
2. Broadband internet access (cable modem, DSL, or other high speed).
3. Firefox 3.0 or later or Internet Explorer 7 or later. Safari and Chrome also work.
4. Permission/ability to install plug-ins or class software (e.g. Adobe Reader or Flash).
5. Highly recommended: up-to-date anti-virus software. If you are using your own computer check out the free anti-virus program at www.Avast.com.

Skills (ability):

1. Navigate web sites, including downloading and reading files from web sites.
2. Download and install software or plug-ins such as Adobe Reader or Flash.
3. Use email, including attaching and downloading documents/files from emails.
4. Save files in commonly used word processing formats (.doc, .docx, .rtf).
5. Copy and paste text and other items on a computer.
6. Save and retrieve documents and files on your computer.
7. Locate information on the internet using search engines.

Optional Categories – any additional information regarding course content, campus resources, equal opportunity statement, course bibliography, etc.

Appendix 3 – Sample Course Descriptions

WR 121 English Composition, 4 Credits

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. Prerequisite(s): Placement into WR 121, or completion of RDWR 115.

4 Credit hours

40 to 48 Lecture hours

Levels: Credit

Schedule Types: Lecture

ENG 104 Introduction to Literature (Fiction), 4 Credits

Enhances enjoyment of various forms of fictional prose, increases understanding of the conventions of fiction and various forms of storytelling, and encourages exploration of the diversity of human experience. Prerequisite(s): RDWR 115 or equivalent placement test scores.

4 Credit hours

40 to 48 Lecture hours

Schedule Types: Lecture

GS 108 Physical Science (Oceanography), 4 Credits

Includes the chemical, biological, physical and geological nature of the oceans. Includes weekly lab. Prerequisite(s): RDWR 115 and MTH 70 or equivalent placement test scores.

4 Credit hours

30 to 36 Lecture hours

30 to 36 Lab hours

Schedule Types: Lecture plus Lab

WLD 111 Shielded Metal Arc Welding (E7024) and Oxy-acetylene Cutting, 4 Credits

Covers uses, safety, nomenclature, equipment operation, set-up and shutdown procedures and welding related math and science for S.M.A.W. and O.A.C. Department permission required.

4 Credit hours

80 to 96 Lecture-Lab hours

Schedule Types: Lecture-Lab

Appendix 4 – TBCC College Syllabus Example **Syllabus**

EC 202 Macroeconomics– 4 Credits

Winter, 2015

Wednesday, 5:30-9:20, 04/01/2015-06/10/2015 cc/203

Instructor:

Office:

Phone:

E-mail: _____@mail.tillamookbaycc.edu or _____

Course Description: A study of factors affecting the level of national income; the essentials of money and banking; the role of government expenditure and taxation in achieving economic stability, growth, and development; international monetary issues including exchange rates and the balance of payments. Recommended: MTH 95 and EC 201. Prerequisite(s): WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available

TBCC Email: TBCC will use electronic communication methods to conduct official and legal College business. Students are responsible to check their TBCC email and the TBCC student portal (MyTBCC) for information from the College.

Please Note:

If you consider dropping a class, please talk with your instructor first. If you don't attend classes, you may lose your financial aid. You may only attend this course if you have registered. If you are not able to attend, you must drop the course through Student Services. In order for you to get a refund, you must drop before the deadline in the class schedule. If you stop attending the class without dropping, then you may receive a failing grade.

Attendance: Attendance to this class is mandatory. Absence must be pre-approved by the instructor.

Course Learning Outcomes:

Upon successful completion, students will be able to:

1. Think critically and formulate independent and well-considered conclusions about economic issues and policies.
2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
3. Make rational decisions based on rudimentary marginal analyses.
4. Understand market structures and market power.
5. Be prepared to further their studies in Economics courses.

Competencies and Skills:

- Build a vocabulary of economic terms that will enable the student to find the daily reading of papers and periodicals easier and more meaningful.
- Develop the ability to summarize an argument, understand economic reports, and to discern between positive and normative statements.
- Develop the ability to acquire and analyze quantitative data and make mathematical computations using formulas.
- Develop the ability to use and apply theoretical models.
- Develop the ability to conduct cost/benefit analyses.
- Develop the ability to think clearly about social and environmental problems in an orderly and object way.

Instructional Materials: Slavin, Stephen L. (2014) Economics 11th Ed. McGraw-Hill.

Course Requirements:

Due to the theoretical nature of the course there will be two midterms and a final exam. In addition to this there will be weekly assignments following the lecture that allow for interaction with the topics discussed in class. Each assignment will be due at the beginning of the following class. A final project due the last day of class will allow for practical application of the topics covered creating interaction bridging the theoretical with the practical.

Grading:

Midterm-	100 points
Midterm-	100 points
Final-	200 points
Assignments-	20 points x5
<u>Project-</u>	<u>100 points</u>
Total	600 points

A= 600-540

B= 539-480

C= 479-420

D=419-360

ADA Statement:

Students who have a documented disability and require a classroom adjustment or accommodation should contact the Disabilities Coordinator/Career Education Advisor and provide the Approved Academic Accommodation form to the Instructor.

Academic Support Statement:

The Learning Center provides assistance to students with writing and math assignments. Hours are posted in the Library and classrooms. Peer tutors are available to assist students in a variety of subjects. Contact the Library for more information on peer tutoring.

Class Registration Statement:

Students may attend this course only if registered. Students who are unable to attend must drop the course through Student Services. To have tuition charges removed, the course must be dropped by the student before the drop with refund deadline in the Class Schedule. Students who never attend, or stop attending, without dropping may receive a NS, W, or F and will be required to pay for the course.

Grading Options Statement:

Students taking credit classes can choose between receiving traditional letter grades (A-F) and Pass/No Pass (P/NP) if the department has permitted both options for a course. *If you do not select a grading option, you will automatically have the default grading option for that course.* The default option is generally a letter grade, but could be pass/no pass. You can change your grading option through Student Services up until the eighth week of the term (for an eleven-week course). The only grading option available for each student is the one the student submitted during the selection timeframe.

Academic Integrity/Student Conduct Statement:

Students of Tillamook Bay Community College are expected to behave as responsible members of the College community while on campus and to be honest, ethical, and professional in their behavior and academic work. Tillamook Bay Community College strives to provide students with the knowledge, skills, judgment, and wisdom they need to function in society and careers as educated adults. Respect for others and behavior appropriate for a professional and educational environment is required of all. Behavior that violates the Code of Student Conduct, including any behavior disruptive to the educational process, is subject to disciplinary action.

To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination is dishonest and corrupts the essential process of higher education. Academic dishonesty is also subject to disciplinary action. The full text of TBCC's Code of Student Conduct and Academic Integrity Policy can be found in the Student Rights and Responsibilities section of the TBCC Catalog.

Flexibility Statement: Instructor reserves the right to change the course content as the need presents itself.

Tentative Schedule by Week/Day and Date:

4/1 Introduction to Economics, Resource Utilization. Chapters 1 and 2

4/8 Mixed Economy Supply and Demand Chapters 3 and 4

4/15 Sectors, Household Consumption, Business Investment Chapters 5 and 6

4/22 Review and Midterm 1

4/29 Money and Banking, Federal Reserve and Monetary Policy. Chapters 13 and 14

5/6 The Government Sector, The Import-Export Sector. Chapters 7 and 8

5/13 Gross Domestic Product, Economic Fluctuations, Unemployment and Inflation

5/20 Review and Midterm 2

5/27 Classical and Keynesian Economics Fiscal Policy and the National Debt. Chapters 11 and 12

6/3 Economic Theory and Economic Growth Chapters 15 and 16 **Final Projects Due**

6/10 Final Exam

Technology Statement: (This is required for online and hybrid courses, but suggested for others.) Most students need the following in order to take courses at TBCC. You are still encouraged to take this class, but if you lack technical or skill knowledge, please see me after class or make an appointment so that we can talk.

Technical (need):

1. Access to a computer (at home, school, or work) which you can use for extended periods of time.
2. Broadband internet access (cable modem, DSL, or other high speed).
3. Firefox 3.0 or later or Internet Explorer 7 or later. Safari and Chrome also work.
4. Permission/ability to install plug-ins or class software (e.g. Adobe Reader or Flash).
5. Highly recommended: up-to-date anti-virus software. If you are using your own computer check out the free anti-virus program at www.Avast.com.

Skills (ability):

1. Navigate web sites, including downloading and reading files from web sites.
2. Download and install software or plug-ins such as Adobe Reader or Flash.
3. Use email, including attaching and downloading documents/files from emails.
4. Save files in commonly used word processing formats (.doc, .docx, .rtf).
5. Copy and paste text and other items on a computer.
6. Save and retrieve documents and files on your computer.
7. Locate information on the internet using search engines.

Appendix 5 – High School Dual Credit Instructor Approval Request Form



High School Instructor Dual Credit Instructor Approval Request

First and Last Name

High School Name

Work E-mail Address

Home Address

Home Phone

Work Phone

Indicate what course(s) you would like to be certified to teach:

TBCC Course Number/Name: _____

Proposed High School Course Number/Name: _____

Attach a copy of your current TSPC license, a current resume, transcripts (unofficial is fine) and any other documentation that pertains, e.g., subject area relevant conferences, native - speaker experience, or other content-specific qualifications/trainings that would help TBCC evaluate your request for approval.

Include a syllabus for each course you would like to be approved to teach. The course will also be evaluated for “equivalency” during the instructor approval review.

If you have any questions, please contact Britney Noel at TBCC at 503-842-8222, ext. 1060 or Britneynoel@tillamookbaycc.edu .

Return this request with attachments to:
britneynoel@tillamookbaycc.edu
Tillamook Bay Community College
Attn: Britney Noel
4301 Third Street
Tillamook, OR 97141
Fax: (503) 842-8334

Appendix 6 - Current Articulated Dual Credit Courses

AG 211 Survey and Construction, 3 Cr. - Land measurement and leveling as applied to agricultural uses. Concrete and agricultural building construction including the use of construction power tools, selection of materials and cost estimating.

AG 221 Metals and Welding, 3 Cr. - Practices of metal working including the use of metal working machines, metal identification, heat treating and metal properties. Fabrication of metals including arc and oxy-acetylene welding and cutting.

ANS 121 Introduction to Animal Science, 4 Cr. - Principles of breeding, physiology, nutrition, and management as they apply to modern livestock and poultry production.

ANS 215 Beef and Dairy Industries, 3 Cr. - Introduction to beef and dairy industries; history, current industry status, and demonstration and practice of basic husbandry skills.
Prerequisite: ANS 121.

ART 131 Introduction to Drawing, 3 Cr. – Explores basic perceptual drawing techniques and tools as well as the development of the language of drawing in historical and contemporary contexts. Develops critical skills for sighting, measuring, designing, and constructing in drawing.

BA 101 Introduction to Business, 4 Cr. – Surveys the field of business including topics such as management, finance, marketing, production, operations, global business, small business, and other areas of general business interest. Recommended: RDWR 115, and MTH 20 or placement above these levels.

BA 150 Introduction to Entrepreneurship, 3 Cr. - Introduces students to the process for launching a business by providing a learning combination of classroom sessions and real-world experiences. The ultimate goal is to prepare individuals to launch a real business. Recommended: RDWR115, and MTH 20 or placement above this level.

CG 130H Introduction to Today's Careers: Health, 2 Cr. – Explores career opportunities in the health professions. The focus will be on the educational and licensing requirements, professional and ethical responsibilities, physical requirements, workplace environment and career pathways of each profession.

COMM 111 Public Speaking, 4 Cr. - Introduction to speechmaking based primarily on a traditional public speaking approach. Aids students in developing theoretical understanding and practical application of oral communication skills. Also includes techniques in controlling speech anxiety, how to structure and organize information to present to a variety of audiences, and physical and vocal delivery skills. Prerequisite: MTH 20 or placement above this level, and RDWR 115

EC 200 Introduction to Economics, 4 Cr. – Covers six topic areas: Basic economic concepts, microeconomics, macroeconomics, the history of economic ideas, international trade, and a variety of economic issues. Recommended for students who desire a one-term survey course. Recommended: Math 95. Prerequisites: RDWR 115 and MTH 20 or placement above these levels.

ENG 104 Introduction to Literature (Fiction), 4 Cr. - Enhances enjoyment of various forms of fictional prose, increases understanding of the conventions of fiction and various forms of storytelling, and encourages exploration of the diversity of human experience. Prerequisites: RDWR 115, or placement above this level.

ENG 105 Introduction to Literature (Drama), 4 Cr. - Enhances enjoyment of plays as literature, including tragedies and comedies; increases understanding of the conventions of drama and the theater; and encourages exploration of the diversity of human experience. Prerequisites: RDWR 115 or placement above this level.

ESR 171 Environmental Science: Biological Perspectives, 4 Cr. - Develops an understanding of 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. Prerequisites: RDWR 115 and MTH 20 or placement above these levels.

GS 108 Physical Science (Oceanography), 4 Cr. - Covers the chemical, biological, physical and geological nature of the oceans. Includes required lab activities. Prerequisites: RDWR 115, and MTH 70 or placement above these levels.

HE 110 CPR/AED for Professional Rescuers and Health Care Providers, 1 Cr. - Provides education and training in infant, child, adult CPR, AED, and Bag-Valve masks for people who are responsible for delivering emergency care and/or ensuring the public safety. Provides training in blood borne pathogens. Upon successful completion of this course, students may earn an American Red Cross CPR/AED for the Professional Rescuer and Health Care Provider certificate or equivalent American Health Association certificate. Recommend: RDWR 115 or placement above these levels.

HE 112 Standard First Aid and Emergency Care, 1 Cr. – Describes emergency procedures and techniques of basic life support for adult, child, or infant victims of airway obstruction, respiratory arrest and/or cardiac arrest. Provides education and training in Automated External Defibrillator. Upon successful completion of this course, students may earn an American Red Cross Standard First Aid and CPR/AED Adult/Child and Infant CPR certificate or American Health Association equivalent. Recommend: RDWR 115 or placement above this level.

HE 295 Health and Fitness for Life, 2 Cr. – Explores the interrelationship of the five components of physical fitness, nutrition, and stress management concepts and activities to increase individual health and wellness. Corequisite: PE 295.

LEAD 242 Personal Leadership Development, 3 Cr. - A foundational course for leadership development. In this course you will become familiar with foundational leadership ideas including relevant leadership theories, styles, approaches, traits, ethics, conflict management, and change. For each topic we will build upon theories to help you apply the concepts to your everyday life and leadership.

MP 111 Medical Terminology, 4 Cr. – Covers prefixes, suffixes, root words, abbreviations, conditions, symptoms and procedure terms. Course taught by body systems. English communication skills necessary.

MTH 111 College Algebra, 5 Cr. – Explores relations and functions graphically, numerically, symbolically, and verbally. Examines exponential, logarithmic, polynomial, and rational functions. Investigates applications from a variety of perspectives. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 95 and RDWR 115, or placement above these levels.

MTH 112 Elementary Functions, 5 Cr. – Explores relations and functions graphically, numerically, symbolically, and verbally. Examines exponential, logarithmic, polynomial, and rational functions. Investigates applications from a variety of perspectives. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 111 and RDWR 115, or placement above these levels.

PE 182 Beginning Group Fitness, 1 Cr. - Offers students the knowledge and skills to keep fit for life. Teaches safe performance of movement and exercise in a progressive approach. Includes cardiovascular and muscular endurance, flexibility and body composition. Aerobic training principles stressed using target heart rate and Borg methods.

PE 295 Health and Fitness for Life Lab, 1 Cr. – 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. Corequisite: HE 295.

WR 121 English Composition I, 4 Cr. – 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. Prerequisite(s): Placement into WR 121, or completion of RDWR 115.

WR 122 English Composition II, 4 Cr. – 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. Prerequisite: WR 121.

*WR 121: Students must meet WR 121 placement test requirement prior to registration.

**Sequence Courses: A grade of C or better is required before advancing to the next level of any sequence course.

Appendix 7 - Student Registration Procedures

COMPLETE AN ADMISSIONS APPLICATION

- Visit our website at <http://www.tillamookbaycc.edu> and hover over the “Admissions & Registration” tab at the top of the page.
- Click the link that says “Current High School Students” under the first “Apply for Admission” heading.
- Scroll down again and click the dark “Current High School Student Application” button.
- Complete the online application and submit it electronically.
- In 2-3 business days, the student will be emailed a TBCC ID number and a temporary password. Remind your students to watch their email for this information.
- Once you have completed the application process, if you want to take a Dual Credit class, registration for the college credit class will be completed with their high school instructor.

COMPLETE A COURSE REGISTRATION FORM

- To enroll in a dual credit course the student must complete a High School & TBCC Concurrent Registration form.
- They will need their Student ID number (see above).
- The dual credit instructor will supply the course section number and title.
- Concurrent Enrollment forms are returned to the dual credit instructor or high school advisor who will return them to TBCC.
- Forms must be returned to TBCC by 5:00 p.m. of the last business day before the TBCC term starts (see Appendix 11 for specific dates)

COURSE DROP/WITHDRAWAL

- Students must submit a TBCC Registration and Change Form (for a drop) or Withdrawal Form (for a withdrawal) in order to drop or withdraw from a course in which they register.
- Students have until the end of the first week of the term to Drop a course and not have it appear on their transcript.
- Withdrawal from courses after the first week of the term will place a “W” on the student’s grade report and transcript.
- Students have until the end of the eighth week of the term to withdraw from a course with a grade of “W” (See Appendix 11 for specific dates).
- Students who do not drop or withdraw from a course by the published deadlines will receive the grade earned in a course.

Note: Students under the age of 16 who wish to be considered for enrollment in a TBCC course must meet underage student requirements (see page 14).

Appendix 8 - Accessing Student Information through MyTBCC

Updating student's personal information

1. Students should go to <http://www.tillamookbaycc.edu> and click on MyTBCC in the upper right hand corner.
2. Log in with their student ID and password.
3. Click on the words Personal Info under their name.
4. Select desired information from the tabs on the My Info screen.
5. Make and save any corrections.

Checking out student transcripts/grades:

1. Students should log into their MyTBCC account.
2. Once the student is logged in, they should click on the Student Home arrow in the banner on the left of the screen.
3. Scroll down to the box that says "My Unofficial Transcript" under the Student Home arrow.
4. Make sure the Division drop-down says "Undergraduate Credit" and click on "View Unofficial Transcript."

Requesting an official Transcript

1. Navigate to <http://www.tillamookbaycc.edu>
2. Click on the "Resources" tab and under the "Quick Links" heading click on "Request a Transcript"
3. Have the student choose the method for ordering a transcript that they would like to use and follow the steps.

Appendix 9 - TBCC High School Team

2017-2019 Dual Credit Administrative Contacts		
Division & Subject	Liaison Contact Person	Contact Information
Office of Instruction	Britney Noel	(503) 842-8222, ext. 1060 britneynoel@tillamookbaycc.edu
Regional CTE Coordinator	Tami Schild	(503) 842-8222, ext. 1840 TSchild@nwresd.k12.or.us
Registrar	Rhoda Hanson	(503) 842-8222, ext. 1110 rhodahanson@tillamookbaycc.edu
2017-2019 Dual Credit Faculty Liaisons by Division & Subject:		
Division & Subject	Liaison Contact Person	Contact Information
Arts and Letters	Sydney Elliott	(503) 842-8222, ext. 1825 sydneyelliott@tillamookbaycc.edu
Agriculture and Natural Resources	TBD	503-842-8222, ext. 1870 TBD
Business Administration	Tom Atchison	(503) 842-8222, ext. 1815 tomatchison@tillamookbaycc.edu
Accounting and Computer Applications	Michael Weissenfluh	(503) 842-8222, ext. 1810 michaelweissenfluh@tillamookbaycc.edu
Social Science and Human Services	John Sandusky	(503) 842-8222, ext. 1875 johnsandusky@tillamookbaycc.edu
Science	Bob Pietruszka	(503) 842-8222, ext. 1805 robertpietruszka@tillamookbaycc.edu
Mathematics	Geza Laszlo	(503) 842-8222, ext. 1820 gezalaszlo@tillamookbaycc.edu
Other Subjects	Chief Academic Officer	(503) 842-8222, ext. 1030

Appendix 10 - Revised Oregon Dual Credit Program Standards (2016)

Curriculum	
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.
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.
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.
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.
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	
F1	High School teachers teaching college or university courses as part of a Sponsored Dual Credit Program are approved and authorized by the sponsoring college or university in accordance with its institutional policies, procedures and practices.
F2	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.

F3	High school teachers teaching college or university courses in a Sponsored Dual Credit Program have access to essential academic resources comparable to those used in other sections of the same courses offered by the sponsoring college or university as deemed appropriate by faculty in the department/program where credit will be awarded.
F4	The sponsoring college or university provides high school teachers in Sponsored Dual Credit Programs with training and orientation in course curriculum, assessment criteria, course philosophy, and Sponsored Dual Credit administrative requirements before authorizing them to teach the college or university courses.
F5	<p>The sponsoring college or university has a well-documented process for regular, ongoing, and substantive interaction between high school teachers and college or university faculty in Sponsored Dual Credit Programs to address student learning outcomes, course content, delivery, and assessment to maintain consistency across course sections offered by the college or university. This interaction occurs at least once a quarter/semester.*</p> <p>*College or university faculty partners may determine that more interactions are appropriate, based on the high school teacher's level of expertise, teaching experience, and experience working in Sponsored Dual Credit Programs. However, in all cases, the interaction must occur at least once a quarter/semester.</p>
F6	High school teachers teaching college or university classes as part of a Sponsored Dual Credit Program receive feedback for continuous improvement to ensure that student learning outcomes, course content, and assessment are consistent with the sponsoring college's or university's course, as determined by institutional policies, procedures and practices.
F7	Sponsored Dual Credit Program policies at each sponsoring college or university address teacher non-compliance with the college's or university's expectations for courses offered through Sponsored Dual Credit Programs (for example, non-participation in Sponsored Dual Credit Program training and/or activities). Such policies clearly define the impact of non-compliance, including the effect on awarding college or university credit.
Tuition and Fees	
T1	The college's or university's tuition and fee structure for Sponsored Dual Credit programs is transparent and accessible to participating students, teachers, faculty, and staff. Costs for participating are determined by the college or university and may include the cost of such things as faculty compensation, professional development, materials and equipment, assessment, archiving, and transcribing.

Students	
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.
S2	The sponsoring college or university outlines specific course requirements and prerequisites for students in Sponsored Dual Credit Programs.
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.
Assessment	
A1	The sponsoring college or university ensures that Sponsored Dual Credit students are held to comparable standards of achievement of student learning outcomes as those expected of students in other sections of the course offered by the sponsoring college or university.
A2	The sponsoring college or university ensures that Sponsored Dual Credit students are held to comparable grading standards as those expected of students in other sections of the course offered by the sponsoring college or university.
A3	The sponsoring college or university ensures that Sponsored Dual Credit students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) to those used in other sections of the course offered by the sponsoring college or university.
Program Improvement	
E1	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.

Appendix 11 - Calendar of Important Dates

REMINDER! IMPORTANT DATES

FALL 2018	
TBCC Registration Opens	August 20, 2018
Last Day to Register	September 23, 2018
First Day of TBCC Classes	September 24, 2018
Last Day of TBCC Fall Classes	December 7, 2018
Grades Due	5:00 pm same day your high school grades due
WINTER 2019	
TBCC Registration Opens	November 26, 2018
Last Day to Register	January 6, 2019
First Day of TBCC Classes	January 7, 2019
Last Day of TBCC Classes	March 22, 2019
Grades Due	5:00 pm Same Day your High School Grades Due
SPRING 2019	
TBCC Registration Opens	February 25, 2019
Last Day to Register	March 31, 2019
First Day of TBCC Classes	April 1, 2019
Last Day of TBCC Classes	June 14, 2019
Grades Due	5:00 pm Same Day your High School Grades Due
FALL 2019	
Registration Opens	August 19, 2019
Last Day to Register	September 22, 2019
First Day of TBCC Classes	September 23, 2019
Last Day of Classes	December 6, 2019
Grades Due	5:00 pm Same Day your High School Grades Due
WINTER 2020	
TBCC Registration Opens	November 25, 2019
Last Day to Register	January 5, 2020
First Day of TBCC Classes	January 6, 2020
Last Day of TBCC Classes	March 21, 2020

Grades Due	5:00 pm Same Day your High School Grades Due
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SPRING 2020	
TBCC Registration Opens	February 24, 2020
Last Day to Register	March 30, 2020
First Day of TBCC Classes	March 31, 2020
Last Day of TBCC Classes	June 13, 2020
Grades Due	5:00 pm Same Day your High School Grades Due

NOTE: Paper registration forms must be received by the TBCC Office of Student Services by 5:00 pm on the last business day before the term starts.

Appendix 12 – Dual Credit Instructor Agreement



Dual Credit Instructor Agreement

(as agreed to by TSD, NKNSD, and NSVSD Superintendents May 16, 2018)

Congratulations! You have been approved to teach dual credit courses for the 2018-2019 academic year.

To maintain approval as a Dual Credit instructor with TBCC, and to comply with other state requirements, by signing below, you agree to:

- Attend required dual credit/TSTC meetings during the 2018-2019 academic year. I understand that stipends will be provided to compensate instructors for their time and attendance on a per-meeting basis, and that participation by all is critical for the success of the project.
- Submit my course syllabus, following the TBCC Syllabus Template, by the end of the first week of the term.
- Submit final grades for my course to TBCC through the MyTBCC portal by the same deadline date that my high school requires grades to be submitted by for each term. Grades must follow the college grading guidelines, with no +/- grades and no incompletes. Only grades of A, B, C, D, or F will be accepted.
- Comply with federal FERPA regulations regarding transmittal of student information, including grades.
- Use TBCC Course Learning Outcomes as the instructional guide for my course, to ensure equivalency with the college course.
- Administer TBCC student course evaluations to all students before the end of the course.
- Ensure that dual credit students are held to comparable grading standards as those expected of students enrolled in the college courses.
- Assess student achievement of student course learning outcomes using the TBCC process, and submit the completed form to the Office of Instruction before the end of the first week after course completion.

I understand that failure to follow these requirements will result in withdrawal of my approval as a TBCC Dual Credit instructor.

Signature

High School

Date