



4301 Third Street  
Tillamook, Oregon 97141

# **Dual Credit Standard & Sponsored 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 1 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.

Dean of Academic Partnerships  
Tillamook Bay Community College  
[Academicpartnerships@tillamookbaycc.edu](mailto:Academicpartnerships@tillamookbaycc.edu)  
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 9). 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>.) A complete list of dual credit eligible courses with all course requirements is listed (see Appendix 4).
2. Contact the TBCC Dean of Academic Partnerships to request a copy of the current TBCC syllabus for the course.
3. In addition to the requirements for course articulation, the high school instructor must meet the minimum faculty qualifications outlined in the Oregon Dual Credit Standards. See Appendix 3 for minimum faculty qualifications.
4. Compare the college syllabus to your own syllabus for the high school class you are currently teaching. If you feel your course meets these requirements, or you would be willing to modify your course to match them, complete the following:
  - a. High School **Dual Credit Instructor Approval form** (see Appendix 9) and submit it with your resume, unofficial copies of your transcripts to [academicpartnerships@tillamookbaycc.edu](mailto:academicpartnerships@tillamookbaycc.edu).
  - b. Download the **TBCC syllabus template** and complete highlighted areas at [academicpartnerships@tillamookbaycc.edu](mailto:academicpartnerships@tillamookbaycc.edu)
5. 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. A complete list of dual

credit eligible courses with all course materials requirements is listed (see Appendix 5).

6. There are two guidelines that a dual credit teacher may qualify for:

**a. TBCC Standard Dual Credit Instructor you must:**

- i. Meet minimum TBCC adjunct faculty requirements
- ii. Match the college's course content
- iii. Meet and measure student learning outcomes and expectations
- iv. Have congruent methods of assessment to evaluate student achievement.

**b. TBCC Sponsored Dual Credit Instructor you must:**

- i. Meet minimum TBCC Sponsored Dual Credit Requirements
- ii. Match the colleges course content
- iii. Align course requirements and participate in TSTC
- iv. Meet and measure student learning outcomes and expectations
- v. Have congruent methods of assessment to evaluate student achievement.

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 10 for example.)

**NOTE:** New applications for approval cannot be considered during the summer months as TBCC faculty are not available for application review.

## **Approval Process**

Once your request and supporting materials have been received, the Dean of Academic Partnerships will schedule the materials for review with the Chief Academic Officer and Lead faculty member in the content area of interest.

1. The team will review instructor qualifications and make a decision on whether the instructor is to be approved to teach the course for dual credit. If the instructor is not able to be approved based on their qualifications, college faculty will consider whether a Sponsored Dual Credit situation is feasible (see Appendix 3 Tillamook Bay Instructor Approval Form)
2. In the case of a Sponsored Dual Credit approval, a Faculty Waiver will be generated and outline a professional development plan which will be revisited and discussing during the mentorship. (see Appendix 3 Faculty Qualifications Waiver Form)
3. High school course syllabi are reviewed in detail during the course articulation approval process. TBCC departments/division leads 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.

4. The decision on (approval or denial) will be communicated to the high school instructor within 60 days of the time the request is received. 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. It is advisable to submit the request well in advance of the deadline for the coming year. Instructor approvals are aligned to when the course will run. See below:
  - o Summer/Fall term: April 7 or 30
  - o Winter term: September 22
  - o Spring term: January 22
5. If the instructor and the course have been approved, an email will be sent to the instructor and the TBCC DC Liaison 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 10).
6. Textbook purchases may be facilitated through the online TBCC Bookstore at 503.842.8222, ext. 1240. Textbook requests must be received at least nine 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 Approval Request Form (Appendix 9) must be submitted. All new requests go through the approval process.**

### **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. This is part of the

philosophy behind dual credit offerings. Please see Appendix 6-8 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 4 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 and/or Moodle by the same deadline given by their high school for grade submission. Instructions for grade submission are provided on page 10-11 of this manual. Only grades “A” through “F” are acceptable for dual credit courses. A grade of ‘I’ may not be assigned.

### ***Missing Dual Credit or Grading Discrepancies***

You should encourage your students to review their TBCC unofficial transcript in their myTBCC account regularly following the end of each term to ensure they received a



grade and credit as expected for each dual credit class. It is their responsibility to contact their high school instructor(s) regarding any missing credit or inaccurate grades on their TBCC transcript as soon as possible and within one year of when the class was taken. Transcripts cannot be changed after one and the Registrar's office will not accept requests to review such situations after one year. If you are the high school instructor and agree that they earned credit for a dual credit course that did not post to their TBCC record, Tillamook Bays Registrar's office requires the instructor to email [academicpartnerships@tillamookbaycc.edu](mailto:academicpartnerships@tillamookbaycc.edu) to inform us of the situation, the grade that was earned and to stipulate that all requirements were met. The Academic Partnerships office will then review the request with the Registrar's Office and provide a response within 48 hours.

### ***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 online.

### ***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 of 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 exempt from participation in the TSTC, unless they wish to opt in.

### ***Course Learning Assessment***

All faculty (regular, adjunct and dual credit) must assess the Course, Program and Institutional learning outcomes at the end of every class taught. This is a mandatory process that fulfills accreditation requirements for course assessment, student learning and continuous student improvement. (See Appendix 16)

### ***Non-Compliance***

High school instructors must abide by the articulation agreements and complete all outlined trainings as indicated in the TSTC Annual Process Guide and on the Sponsored Guiding Principles form. Tillamook Bay Community College holds similar articulation agreements with other colleges and universities. Since, there is no differentiation on the students' records whether the classes were held at the high schools or the college, it is critical that the high school instructors teach the dual credit classes aligned with the college curricula and expected student outcomes. If the high school dual credit classes are not taught in alignment with the TBCC curricula, then the college's articulation agreements can come under question. In addition, each dual credit course prepare students for additional college classes. Students, who do not experience the rigor of a college class or learn the required content, may not perform as well in subsequent classes.

High school instructors who do not communicate regularly with the college now faculty liaison, nor attend and actively participate in the required TSTC, will risk not having their articulation agreement renewed. If a question arises about a high school instructor not following the articulation agreement by straying from the specified college curriculum or not meeting the level of rigor they will be notified that they are out of compliance and every effort will be done to bring them into compliance. If a high school instructor is not being provided the appropriate level of support by the indicated mentor to meet compliance requirements they are encouraged to immediately reach out the TBCC Dean of Academic Partnerships at [academicpartnerships@tillamookbaycc.edu](mailto:academicpartnerships@tillamookbaycc.edu). TBCC administration is committed to providing the highest level of support to our sponsored K12 partnerships.

If an approved dual credit instructor is found to be out of compliance, a warning will be generated immediately and sent via mail and email to the teacher and administration at the school district. The instructor will have 30 days to meet all compliance requirements as outlined in the warning or TBCC shall immediately cancel all articulations with the instructor indicated.

## **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.

PLEASE REMEMBER: to check roster each term to ensure that student registration information is accurate.

### ***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 \[rhodahanson@tillamookbaycc.edu\]\(mailto:rhodahanson@tillamookbaycc.edu\). \[\\\_\\(\\)\]\(#\)who](#)

### ***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](mailto:rhodahanson@tillamookbaycc.edu). (who)

## 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: 5/24/2014 

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
			Y	Select...			0	3.0 0			UG

### 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 10.

## **Keeping in Touch**

### ***Articulation Meetings***

Depending on the model of dual credit, K12 instructors will be required to attend a series of annual meetings to support collegiate interaction and support. Dual Credit high school instructors and at least the subject-specific TBCC faculty liaison (see Appendix 20) will attend both the Fall Kick-off meeting and the spring articulation meeting. Instructors who do not attend articulation meetings may be at risk of losing Dual Credit certification.

### **Annual Meetings**

- The Fall Articulation Kick-off meeting is usually held early in late Aug-Early Sept. 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 Content-specific articulation meeting is usually held in early May-June. The spring articulation meeting will address specific agenda items and TBCC faculty will share updated course information with Dual Credit instructors.

### ***Standard Dual Credit Meeting Requirements (See Appendix 11)***

- Above mentioned meetings
- Annual collegiate interactions necessary to maintain strong alignment

### ***Sponsored Dual Credit Meeting Requirements (See Appendix 11-14)***

- Above mentioned annual meetings +plus
- Annual collegiate interactions necessary to maintain strong alignment
- 1 onsite course visitation with peer review (within first 3 weeks of course)
- 2 Additional professional learning community meetings through the TSTC. Once in January and the second in March.
  - Covering Sponsored Dual Credit: Guiding Principles Form
  - Build individualized mentorship plan using continuous improvement model review planner

### **Course Visitations (See Appendix 15)**

- 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 and complete a peer review form. This process will be used to provide support under the continuous improvement model.

### ***Electronic Opportunities***

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

### ***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. **Therefore, no information can be provided to parents or guardians without this documentation on file.** 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***

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

1. Visit our website at <http://www.tillamookbaycc.edu> and click on the "Admissions & Registration" tab at the top of the page.
2. Scroll down and click the dark "Apply" button.
3. Click the link that says "Current High School Students" under the first "Apply for Admission" heading.
4. Scroll down again and click the dark "Current High School Student Application" button.
5. Complete the online application and submit it electronically.
6. 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.
7. 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.

8. The counselor will provide a list of enrolled students for each dual credit class to TBCC.

### ***Student Login Info***

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.

### ***Student Handbook***

Students should be provided the Dual Credit Student Handbook by the high school instructor. TBCC would advocate that each instructor provide an overview of the information and resources in this document prior to having students complete the registration process. All program details, student status, and other information, are clearly outlined in the handbooks. 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

### ***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 6-8 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. Tillamook Bay Community College uses multiple measures to assess student competency. Students can contact their school counselor for more information about testing at your school.

### ***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 multiple measures to assess student competency. Students can contact their school counselor for more information about testing at your school.

### ***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. Tillamook Bay Community College uses multiple measures to assess student competency. Students can contact their school counselor for more information about testing at your school.
4. Schedule an appointment with a TBCC liaison. 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.
7. 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 TBCC Student Services or, Office of Instruction. See Appendix 13 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 **MUST** 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. Cost for each copy is \$5.00.

# **APPENDICES**

## **Appendix 1 - Revised Oregon Dual Credit Program Standards (2016)**

### Oregon Dual Credit Standards

Background on the state standards On May 7, 2009, the Unified Education Enterprise (UEE) approved the following motion. The below verbiage is what was published:

Oregon's dual credit programs create the opportunity for our students to take college-level courses while still in high school. The Dual Credit Task Force found that, in 2005-06, one in seven Oregon juniors and seniors took advantage of this opportunity, saving approximately \$9 million in tuition. Through its pilot analysis of the subsequent academic performance of these students, the Task Force also found that "in most cases, dual credit students match or outperform their college-prepared counterparts in both community college and university settings."

Thus, dual credit is currently a viable option for qualified students to begin post-secondary learning early, and it can contribute significantly to meeting Oregon's 40-40-20 goal. As dual credit programs grow, it is important to have a consistent set of standards and ways to ensure the standards are met. This is the impetus for adopting the Oregon Standards for Dual Credit Programs. Guided by those standards the Task Force specifically recommends:

#### Strengthening faculty connections

- Regular, collegial interactions between high school faculty and their counterparts at sponsoring college and universities are key to the success of these programs. Such interactions characterize some programs already, but they need to be developed and maintained throughout the state.
- The pool of high school teachers qualified to participate in dual credit programs should be expanded.

#### Adopting systematic application and review processes for dual credit programs

- A standardized application process for new programs is needed.
- Individual programs should take advantage of system-level (CCWD and OUS) studies of the subsequent academic performance of dual credit students. These biennial studies, which were piloted in AY2007-08, will be supplemented on the "off year" by more focused analysis of questions or trends that emerge from the data (for example: persistence of dual credit students in math or writing).
- A sustainable means for verifying program quality is needed.

#### Enhancing public understanding of dual credit programs

- Dual credit programs should be continued and effectively publicized. They should be recognized as one of the key paths for academic acceleration.
- Evidence of best practices and student success should be gathered systematically and shared regularly – both with faculty in the programs and with the public.

The dual credit program at Tillamook Bay Community College is sincere in implementing these recommendations and the resulting below state standards and uses them to guide the growth and maintenance of programs. Academic Partnerships staff are focusing on streamlining processes for both faculty and students, working with TBCC faculty to add new course articulations and instructors, and

continuing to foster relationships with our high school partners to align with these standards. The Oregon Dual Credit Standards are divided into five categories with expectations listed in each subcategory as noted below.

### **Revised Oregon Dual Credit Standards**

Recommended by the Dual Credit Oversight Committee April 22, 2014

Adopted by Higher Education Coordinating Commission June 12, 2014

Please refer to the High School Based College Credit Partnerships Guidebook 2018-2019 for specific information on the guidelines for dual credit programs.

### **Oversight Committee for High School Based College Credit Partnerships**

Supporting the educational goals of Oregon's 40-40-202 and the Higher Education Coordinating Commission's statutory responsibilities, the Oversight Committee for High School Based College Credit Partnerships is convened as a recommendation body to HECC staff providing support and guidance for universities and community colleges as they develop high school based college credit partnerships. Membership of the Oversight Committee includes both administrators and faculty from the following education sectors:

- Community Colleges
- Public Universities
- K-12 High Schools
- K-12 Education Service Districts
- Private Independent Postsecondary Institutions

<https://www.oregon.gov/highered/policy-collaboration/Documents/High-School-College/Oversight-Committee-Roster-2018.pdf>

#### **State Staff Contact Information**

<i>For questions about this application and submission process, please contact HECC staff</i>				
NAME	TITLE	ORGANIZATION	SECTOR	EMAIL
Erin Weeks-Earp	Alignment and Articulation Policy Specialist	HECC, Public University Coordination	Public University	<a href="mailto:erin.weeks-earp@state.or.us">erin.weeks-earp@state.or.us</a>
Eric Juenemann	Career Connected Learning Specialist	HECC, Community Colleges and Workforce Development	Community College	<a href="mailto:eric.juenemann@state.or.us">eric.juenemann@state.or.us</a>
Jennell Ives	Accelerated Learning Education Specialist	Department of Education	K-12	<a href="mailto:jennell.ives@state.or.us">jennell.ives@state.or.us</a>
Reynold Gardner	Education Specialist CTE / Expanded Options	Department of Education	K-12	<a href="mailto:reynold.gardner@state.or.us">reynold.gardner@state.or.us</a>

## **Appendix 2 – New TBCC Dual Credit Teacher Application Checklist**



### **TBCC Dual Credit New Teacher Checklist**

#### **Prior to Application for Approval**

- ☐ Review TBCC Dual Credit Handbook
- ☐ Identify TBCC Course (Eligible course list and information Dual Credit Instructor Handbook pg. 28)
- ☐ Review in depth the Course Content and Outcomes (DC Instructor Handbook pg. 28 or request CCOG)
- ☐ Review Dual Credit Instructor Qualifications Requirements (Dual Credit Instructor Handbook pg. 25)

#### **If above mentioned requirements are met proceed to steps below:**

- ☐ Complete High School Dual Credit Instructor Approval Request Packet (Appendix 9) Include: Copy of your current TSPC license, a current resume, transcripts (unofficial is fine) and any other documentation that pertains.
- ☐ Complete appropriate syllabus template for each individual course. TBCC will provide templates for each course with the course learning outcomes and course content. Please include details on all highlighted areas. Review (Dual Credit Instructor Handbook Syllabus Checklist pg. 37)

#### **TBCC Dual Credit Approval Process (Process will not start until all materials are submitted)**

- ☐ Instructor Qualifications Review
- ☐ Syllabi Review and Approval
- ☐ Additional Information Request

#### **Upon Approval**

- ☐ Notification to school and instructor
- ☐ Articulation Agreement,
- ☐ Getting acquainted with myTBCC
- ☐ Get acquainted with TBCC Faculty Mentor/Attend all necessary TSTC Meetings

## **Appendix 3 – Faculty Qualifications Requirements Tillamook Bay CC**

Instructor/Applicant Name \_\_\_\_\_ Subject Area (Prefix) ID# \_\_\_\_\_

<b>LOWER DIVISION COLLEGE TRANSFER</b>	<b>CAREER &amp; TECHNICAL EDUCATION</b>
0 Master's degree in subject area:	0 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,
0 Master's degree in related area plus at least 24 quarter hours or 16 semester hours of graduate credit in the subject area.	0 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
0 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).	0 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
0 Demonstrate a high level of 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. (Supportive documentation must be attached to this form).	0 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.



<b>DEVELOPMENTAL EDUCATION</b>	
0 Master's degree in an appropriate subject area, e.g., developmental education, special education, adult education, reading, mathematics, or English, and have recent experience working with disadvantaged students.	<i>Note: Degrees used to qualify instructors must be earned from regionally accredited colleges or universities; international degrees must be certified as comparable.</i>
0 Bachelor's degree in the subject area (or hold a bachelor's degree in a related area and have completed at least 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.	<i>Note: 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.</i>
0 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.	<i>Note: Provisional approval may be granted by an administrator designated by the College President for instructors who do not meet the published qualification. Once granted, provisional approval will apply for up to one year, and may be renewed.</i>

**APPROVALS:**

**Faculty (Discipline Specific):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Dean (if applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Chief Academic Officer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**President:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*\*Approval by the President required if faculty does not meet minimum qualifications and a waiver is being requested. This must be accompanied by a plan to address qualifications.*

**OFFICE USE ONLY:**

- ☐ **Approved for All courses in the Subject Area**  
☐ **Approved for Selected courses in the Subject Area (list):**  
☐ **Denied/Reason:** \_\_\_\_\_

**Faculty Qualification Waiver Form (Required if Faculty do NOT meet minimum Qualifications)**

<b>Instructor/Applicant Name</b>	<b>Subject Area (Prefix)</b>	<b>ID#</b>
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Faculty must meet qualifications for the courses they teach (see instructor approval form). On occasion, a non-qualified candidate may be approved to teach a course on an emergency basis or as part of a professional development plan. These non-typical scenarios necessitate a waiver by the college President.

**Types of Waivers;**

1. One course exemption: If a course is needed by the college, but a highly qualified candidate cannot be located, a one-course exemption may be made for an instructor that has the experience and subject area knowledge to teach the course.
2. Professional development plan: If an instructor qualified in another discipline wishes to teach a course that they are not yet qualified to teach, and the college has need for this course, and a qualified instructor cannot be located, the college, at its discretion, may approve a professional development plan that results in the instructor becoming qualified in that discipline. The professional development plan (below) must be completed. The plan is good for one year and continual progress must be made (monitored annually). The plan may be extended, as long as regular and agreed upon progress is being made, for three years. If at the end of the three years the faculty is still not qualified, the waiver will be considered expired and non-renewable. Note: the faculty member is responsible for furnishing proof of ongoing progress.
3. Sponsored Dual Credit: If a dual credit instructor wishes to teach a course that they are not yet qualified to teach, they may do so under a sponsored dual credit agreement, and professional development plan (below). For more information on this option, please see the Dual Credit Instructors handbook.

Action Step	Responsible Party	Cost (if applicable)	Timeline (1-3 years)

**ANNUAL Review:**

- Progress:
- Proof:
- Continued: Y/N

Faculty (Discipline Specific): \_\_\_\_\_ Date: \_\_\_\_\_

Chief Academic Officer: \_\_\_\_\_ Date: \_\_\_\_\_

**INITIAL APPROVALS:**

Faculty (Discipline Specific): \_\_\_\_\_ Date: \_\_\_\_\_

President: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix 4 - 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.

**NEW! CG100- College Survival and Success**, 3 Cr.- An exploratory course to provide information and techniques for accepting personal responsibility in areas like self-management, motivation, and goal setting for college success. Includes developing skills for navigating a culturally-diverse learning environment and utilizing college resources.

**NEW! CG111C- Study Skills for College Learning**, 1 Cr.- Intro to info and techniques in notetaking, textbook reading, and taking exams. Develop a study schedule

**NEW! CG105-Finding the Money: Scholarship Essay Writing**, 1Cr. - Teaches students to write effective scholarship essays and develop their own personal essays from initial draft to final essay format. This class explores resources for funding college education, and strategies for effective research via the Internet.

**NEW! CG140C- Career & Life Planning**, 1 Cr. - Provides students with the tools needed to make informed career decisions. Students will assess skills, values, interest, and personality toward making a career decision. Provides instruction on how to research career information, gain access to information materials, and methods of exploring careers.

**NEW! CG209- Job Finding Skills**, 1 Cr. - Explores broad range of job search techniques, including building a job network, compiling appropriate information for job applications, targeting cover letters

and resumes, typical interview questions and techniques. Promotes overall understanding of the job search process.

**NEW! 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.

**NEW! CH 221 General Chemistry I** - 5 Cr. Introduces measurements, classification and properties of matter, nomenclature, atomic structure and modern atomic theory, periodic table and chemical periodicity, and chemical bonding. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. (If students have not successfully completed a high school or a college chemistry class with a lab component in the last three years they are encouraged to complete CH 100 before registering.) This is the first course in a three course sequence. Prerequisites: RDWR 115, MTH 111 or placement above these levels. MTH 111 may be taken concurrently. Additional supply fee may be required.

**NEW! CH 222 General Chemistry II**-5 Cr. Introduces stoichiometry; chemical reactions and equations, thermo-chemistry; physical states of matter including properties of gases, liquids, solids and solutions; an introduction to organic chemistry; and chemical kinetics. This is the second course in a three course sequence. Prerequisite: CH 221. Additional supply fee may be required.

**NEW! CH 223 General Chemistry III**- 5 Cr. Introduces acid-base chemistry, ionic equilibria; electrochemistry; nuclear chemistry; thermodynamics; and descriptive chemistry topics. Special topics will be included as time and interest allows. This is the third course in a three course sequence. Prerequisite: CH 222.

**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.

**NEW! EC 202: Principles of Econ: Macroeconomics**, 4 Cr.- Covers the overall economy. Includes the basic reasons for and the problems of recession, inflation, and stagflation; the use of monetary, fiscal, and income policies; and other economic management tools. Recommended: MTH 95; EC 201. Prerequisites: RDWR 115, MTH 60, MTH 60Z or MTH 70 or placement above these levels.

**NEW! EC 215: The History of Economics**, (See details in handbook)

**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.

**NEW! HE 250: Personal Health**, 3 Cr. – Explores current general health issues in emotional health and stress, physical fitness, nutrition, human sexuality, communicable and degenerative diseases, and drugs from a wellness perspective.

**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. Co-requisite: PE 295.

**NEW! HST 202: History of the US from 1840 to 1914**, 4 Cr. - Examines cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1840 to 1914. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: RDWR 115, MTH 20 or placement above these levels.

**NEW! HST 203: History of the US from 1914**, 4 Cr. - Examines cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1914 to present. History courses are non-sequential and may be taken in any term or in any order. Prerequisites: RDWR 115, MTH 20 or placement above these levels.

**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.

**NEW! MTH20, 70, 95 ALEKS Math**, 4 Cr. – Covers multiple levels of Basic Math –Intermediate Algebra.

**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. Co-requisite: HE 295.

**NEW! PS 201: US Gov't: Foundations & Principles**, 4 Cr.- Examines the development of constitutional traditions in U.S. Includes topics such as free speech, equal rights under law, movements, interest groups, political parties, and elections in a democratic struggle for power. PS 201, 202, and 203 need not be taken in sequence. Prerequisites: RDWR 115, MTH 20 or placement above these levels.

**NEW! PS 202: US Gov't: Institutions & Policies**, 4 Cr. - Examines the national institutions of United States politics including the Legislative, Executive, Judicial branches. Includes national policies, foreign policy, taxation, spending priorities, government regulations, and entitlements. PS 201, 202, and 203 need not be taken in sequence. Prerequisites: RDWR 115, MTH 20 or placement above these levels.

**NEW! PSY 201: Intro to Psychology**, Part I, 4 Cr.- First term of a two-term sequence in intro psychology covering the history of psychology, scientific methods, the brain, nervous system, sensation, perception, consciousness, human development, learning, memory, language, and cognition. Taught from a sociocultural approach which assumes that gender, culture, and ethnicity are

essential to understanding behavior, thought, and emotion. Meets cultural diversity requirements for Associate Degrees. Prerequisites: RDWR 115, MTH 20 or placement above these levels.

**NEW! PSY 215: Human Development**, 4 Cr. - Surveys major developmental theories and patterns of change and continuity from birth to death in human subjects. Emphasizes biological, cognitive, and emotional development through the lifespan. Examines cultural influences on development. Recommended: PSY 201 or 202. Prerequisites: RDWR 115, MTH 20 or placement above these levels.

**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 5 – Course Requirements for High School Dual Credit Approval

Course Content and Outcomes Guidelines and materials listed below. Click on link for details.

TBCC Course	# of Credits	TBCC Course Name	Instructor Requirements	Instructional Materials	Additional Course Notes
Career and Technical Education Courses (CTE)					
AG: Agriculture <a href="#">Less than 1 year Certificate in Forest Technology, AAS Degree – Agriculture and Natural Resources, Bachelor of Science in Agricultural Sciences (OSU), Bachelor of Science Other (OSU)</a> XXX is the recommended high school entry point					
AG211	3	Survey and Construction	See Appendix 2 Standard Dual Credit CTE Instructor Qualifications.	Modern Carpentry, Goodheart Willcox & Co, 2016; Modern Carpentry Workbook	
AG221	4	Ag Metals & Welding		Welding Principals and Applications 10 <sup>th</sup> Ed. Larry Jeffus	
ANS: Animal Science <a href="#">Less than 1 year Certificate in Forest Technology, AAS Degree – Agriculture and Natural Resources, Bachelor of Science in Agricultural Sciences (OSU), Bachelor of Science Other (OSU)</a> XXX is the recommended high school entry point					
ANS121	4	Animal Science	See Appendix 2 Standard Dual Credit CTE Instructor Qualifications.	Introduction to Animal Science, Fifth Edition (by S. Damron)	
ESR: Environmental Science <a href="#">Less than 1 year Certificate in Forest Technology, AAS Degree – Agriculture and Natural Resources, Bachelor of Science in Agricultural Sciences (OSU), Bachelor of Science Other (OSU)</a> XXX is the recommended high school entry point					
ESR171	4	Environmental Science: Biological Perspectives	See Appendix 2 Standard Dual Credit CTE Instructor Qualifications.	Two Different textbooks Both will be online texts, one and open resource textbook and the other from a standard textbook company.	Prerequisites: WR 115, RD 115 and MTH 20
FOR: Forestry <a href="#">Less than 1 year Certificate in Forest Technology, AAS Degree – Agriculture and Natural Resources, Bachelor of Science in Agricultural Sciences (OSU), Bachelor of Science Other (OSU)</a> (maybe AA forestry?) XXX is the recommended high school entry point					
FOR111	3	Introduction to Forestry	See Appendix 2 Standard Dual Credit CTE Instructor Qualifications.		
TBCC Course	# of Credits	TBCC Course Name	Instructor Requirements	Instructional Materials	Additional Course Notes



<b>LEAD: Leadership</b> <a href="#">Less than 1 year Certificate in Forest Technology, AAS Degree – Agriculture and Natural Resources, Bachelor of Science in Agricultural Sciences (OSU), Bachelor of Science Other (OSU)</a> XXX is the recommended high school entry point					
LEAD242	3	Personal Leadership Dev	See Appendix 2 Standard Dual Credit CTE Instructor Qualifications.	<i>Introduction to leadership: Concepts and Practice, 4<sup>th</sup> Edition (by Peter G. Northouse)</i>	
<b>MP: Medical Professions</b> <a href="#">Less than one year Certificate in Emergency Medical Services, AAS Degree – Criminal Justice and Public Safety, Partnerships in Healthcare</a> XXX is the recommended high school entry point					
MP111	4	Medical Terminology	See Appendix 2 Standard Dual Credit CTE Instructor Qualifications.	Mastering Healthcare Terminology, Shiland	
Lower Division Collegiate (LDC)					
<b>BA: Business Administration</b> <a href="#">Less than one year Entry Level Accounting Clerk Pathway Cert Certification, Basic Computer Literacy Pathway Cert, More than one year Accounting Clerk Cert, AAS Business Administration: Accounting or Management Emphasis</a> XXX is the recommended high school entry point					
BA101	4	Intro to Business	See Appendix 2 Standard Dual Credit Lower Division Collegiate Instructor Qualifications or Sponsored Dual Credit (if available)	OER (Open Education Resources available contact Holly in the <a href="#">TBCC Bookstore</a>	
BA150	3	Entrepreneurs hip		OER (Open Education Resources available contact Holly in the <a href="#">TBCC Bookstore</a>	
<b>CG: Career Guidance &amp; Student Success</b> See TBCCs various degrees and certificates for Science. OTM, AAS, AS and AAOT: The XXX is the recommended high school entry point					
CG130H	2	Intro to Todays Careers: Health	See Appendix 2 Standard Dual Credit Lower Division Collegiate Instructor Qualifications or Sponsored Dual Credit (if available)	Health Sciences Concepts and Applications 1st Edition. (Online Version).	
<b>COMM: Communication</b> See TBCCs various degrees and certificates for Science. OTM, AAS, AS and AAOT: The XXX is the recommended high school entry point					
COMM111	4	Public Speaking	See Appendix 2 Standard Dual Credit Lower Division Collegiate Instructor Qualifications or Sponsored Dual Credit (if available)		Prereq: MTH 20 RDWR 115?? Is this college
<b>EC: Economics</b>					

EC200	4	Intro to Economics	See Appendix 2 Standard Dual Credit Lower Division Collegiate Instructor Qualifications or Sponsored Dual Credit (if available)	??	
<b>ENG: English</b> See TBCCs various degrees and certificates for Science. OTM, AAS, AS and AAOT: The XXX is the recommended high school entry point					
ENG104	4	Intro to Literature (Fiction)	See Appendix 2 Standard Dual Credit Lower Division Collegiate Instructor Qualifications or Sponsored Dual Credit (if available)	Literature: A Portable Anthology, latest edition, Bedford St. Martins	<i>Prerequisites: WR 115 and RD 115</i>
ENG105	4	Intro to Literature (Drama)		Literature: A Portable Anthology Third Edition (Gardener-Lawn-Ridl-Schakel)???	<i>Prerequisites: WR 115 and RD 115</i>
<b>GS: General Science</b> See TBCCs various degrees and certificates for Science. OTM, AAS, AS and AAOT: The XXX is the recommended high school entry point					
GS108	4	Physical Science (Oceanography)	See Appendix 2 Standard Dual Credit Lower Division Collegiate Instructor Qualifications or Sponsored Dual Credit (if available)	<i>Oceanography: An Invitation to Marine Science</i> by Tom Garrison and Robert Ellis, 9 <sup>th</sup> ed.	Prerequisite: WR 115, RD 115 and MTH 65
<b>HE: Health</b> See TBCCs various degrees and certificates for Science. OTM, AAS, AS and AAOT: The XXX is the recommended high school entry point					
HE110	1	CPR/AED	See Appendix 2 Standard Dual Credit Lower Division Collegiate Instructor Qualifications or Sponsored Dual Credit (if available)		
HE112	1	Standard First Aid & Emergency Care			
HE295	2	Health and Fitness for Life		Edlin, Gordon, Golanty, Eric, <i>Health and Wellness</i> , 12 <sup>th</sup> Edition	Prereq: PE295
PE295					
<b>MTH: Mathematics</b> See TBCCs various degrees and certificates for Science. OTM, AAS, AS and AAOT: The XXX is the recommended high school entry point					
MTH111	5	College Algebra	See Appendix 2 Standard Dual Credit Lower Division Collegiate Instructor	OER <a href="http://www.opentextbookstore.com/details.php?id=2">http://www.opentextbookstore.com/details.php?id=2</a>	MTH 95, RD 115, and WR 115

MTH112	5	Elementary Functions	Qualifications or Sponsored Dual Credit (if available)	OER <a href="http://www.opentextbookstore.com/details.php?id=2">http://www.opentextbookstore.com/details.php?id=2</a>	WR 115, RD 115 and MTH 111
<b>WR: Writing</b> See TBCCs various degrees and certificates for Science. OTM, AAS, AS and AAOT: The XXX is the recommended high school entry point					
WR121	4	English Comp I	See Appendix 2 Standard Dual Credit Lower Division Collegiate Instructor Qualifications or Sponsored Dual Credit (if available)	<i>The Brief Bedford Reade</i> , Eds., X. J. Kenney, Dorothy Kenney, and Jane Aaron, 12 <sup>th</sup> Ed., Boston: St. Martin's Press, 2012. Hacker, Diana, <i>A Pocket Style Manual</i> , 7 <sup>th</sup> ed., Boston: St. Martin's Press, 2004-14 A good college dictionary, such as <i>Webster's Tenth New Collegiate Dictionary</i> , or <i>The American Heritage Dictionary</i>	Prereq: WR 115 and RD 115
WR122	4	English Comp II		<i>Elements of Argument: A Text and Reader</i> , 12th edition. Annette Rottenburg & Donna Haisty_Winchell. <i>A Pocket Style Manual</i> , 8th edition. Diana Hacker & Nancy Sommers.	WR121

## **Appendix 6 – Syllabus Requirements Checklist**



### **TBCC Dual Credit Syllabus Requirements Checklist**

Below are the criteria all syllabi will need to include to meet the Tillamook Bay Community College accreditation standards. Instructors may use the Tillamook Bay Syllabi Template or submit another version, however it must cover the following aspects as outlined by the college. Please include all highlighted areas for review.

- ☐ **Course Info: Course Code, Title, # of credits, Term, Meeting days, Time and place**
- ☐ **Instructors Name**
- ☐ **Contact location and hours**
- ☐ Course Description
- ☐ Email Statement
- ☐ Dropping Class
- ☐ Attendance: Optional category
- ☐ PLO (Program Learning Outcome) or DLO (Discipline Learning Outcomes)
- ☐ Competencies and Skills
- ☐ **Instructional Materials**
- ☐ **Course Requirements/Assignments/Exams/Projects**
- ☐ **Grading**
- ☐ Colleges ADA Statement
- ☐ Colleges Academic Support Statement
- ☐ College Class Registration Statement
- ☐ College Academic Integrity Statement
- ☐ College Flexibility Statement
- ☐ **Tentative Schedule Week/Day/Date**
- ☐ Notes:

## **Appendix 7 – 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 CCOG or 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 CCOG (The CCOG may be requested from the office of instruction)*

**Program Learning Outcomes:** *Program outcomes addressed by the course(outcomes for all CTE programs are included in the Career and Technical Programs section of the TBCC Catalog; outcomes for General Education are on pages 60-61 of the TBCC Catalog 2014-15)*

**Institutional Learning Outcomes:** *ILOs addressed by the course (ILOs and criteria are included on pages 46-50 of the TBCC Catalog 2014-15).*

**Competencies and Skills:** *Student competencies and skills from the CCOG*

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

**Moodle:** All TBCC faculty use our learning management system Moodle. It's important to enroll at the start of the term, as soon as you receive the enrollment key from your instructor. If you have trouble figuring out how to enroll in a course in Moodle after talking with your instructor, you may also contact the library at 503-842-8222, x 1720. At a minimum, instructors will post their syllabus in Moodle and your assignment grades throughout the term. They may choose to post additional resources as well, so it is important for you to log into Moodle and check your courses at least weekly.

**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 TBCC Library provides assistance to students with a wide variety of services, including help with research assignments, printing student ID's, laptop and graphing calculator checkout, quiet or collaborative study rooms, and much more. The Writing Studio is located in Room 207 and has trained writing tutors to assist you in writing, editing, and citing your papers. The Math Studio provides drop-in math assistance for all math levels and located in Room 107. Hours for both are posted in the Library and outside the Studio doors. One-on-one peer tutors are available to assist students in a variety of subjects. Contact the Library for more information on getting a peer tutor, or if you are interested in becoming a paid peer tutor. Free 24-7 online tutoring in a wide variety of subjects through NetTutor is available within any course's Moodle shell.

**Equity Statement**

Tillamook Bay Community College is enriched by diversity. Each individual uniquely enhances and strengthens our learning environment.

- We value a community that promotes respect and dignity for all.
- We identify and eliminate barriers to learning.
- We provide equitable support and a safe and inclusive environment.
- We promote full engagement in our college community.

We do this through access, opportunity, and advancement for all.

**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. With the instructor's written permission, some courses may allow students to attend a course without receiving a grade or credit for the course. In order to Audit a class, you must return a signed form to Student Services. Your request must be processed by Student Services by the drop deadline for the course. You cannot opt into or out of (i.e. change your grading option from audit to a letter grade) after the drop deadline. Auditing a course does not satisfy requirements for entry into courses where prerequisites are specified.

**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. Latest version of Firefox or Internet Explorer. Safari and Chrome also work.
4. Permission/ability to install plug-ins or class software (e.g. Adobe Reader, Flash, or Zotero for citation management).
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](http://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 8 – 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: *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 CCOG or 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 CCOG (The CCOG may be requested from the office of instruction)*

**Program Learning Outcomes:** *Program outcomes addressed by the course(outcomes for all CTE programs are included in the Career and Technical Programs section of the TBCC Catalog; outcomes for General Education are on pages 60-61 of the TBCC Catalog 2014-15)*

**Institutional Learning Outcomes:** *ILOs addressed by the course (ILOs and criteria are included on pages 46-50 of the TBCC Catalog 2014-15).*

**Competencies and Skills:** *Student competencies and skills from the CCOG*

**Instructional Materials:** ***Slavin, Stephen L. (2014) Economics 11<sup>th</sup> Ed. McGraw-Hill.***

**Moodle:** All TBCC faculty use our learning management system Moodle. It's important to enroll at the start of the term, as soon as you receive the enrollment key from your instructor. If you have trouble figuring out how to enroll in a course in Moodle after talking with your instructor, you may also contact the library at 503-842-8222, x 1720. At a minimum, instructors will post their syllabus in Moodle and

your assignment grades throughout the term. They may choose to post additional resources as well, so it is important for you to log into Moodle and check your courses at least weekly.

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

**Grading:**

Midterm-	100 points
Midterm-	100 points
Final-	200 points
Assignments-	20 points x5
Project-	100 points
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 TBCC Library provides assistance to students with a wide variety of services, including help with research assignments, printing student ID's, laptop and graphing calculator checkout, quiet or collaborative study rooms, and much more. The Writing Studio is located in Room 207 and has trained writing tutors to assist you in writing, editing, and citing your papers. The Math Studio provides drop-in math assistance for all math levels and located in Room 107. Hours for both are posted in the Library and outside the Studio doors. One-on-one peer tutors are available to assist students in a variety of subjects. Contact the Library for more information on getting a peer tutor, or if you are interested in becoming a paid peer tutor. Free 24-7 online tutoring in a wide variety of subjects through NetTutor is available within any course's Moodle shell.

**Equity Statement**

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- We value a community that promotes respect and dignity for all.
- We identify and eliminate barriers to learning.
- We provide equitable support and a safe and inclusive environment.
- We promote full engagement in our college community.

We do this through access, opportunity, and advancement for all.

**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. With the instructor's written permission, some courses may allow students to attend a course without receiving a grade or credit for the course. In order to Audit a class, you must return a signed form to Student Services. Your request must be processed by Student Services by the [drop deadline for the course](#). You cannot opt into or out of (i.e. change your grading option from audit to a letter grade) after the drop deadline. Auditing a course does not satisfy requirements for entry into courses where prerequisites are specified.

**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:**

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. Latest version of Firefox or Internet Explorer. Safari and Chrome also work.
4. Permission/ability to install plug-ins or class software (e.g. Adobe Reader, Flash, or Zotero for citation management).
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](http://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 9 – 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: \_\_\_\_\_

Proposed materials used: \_\_\_\_\_

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 Daniella Bivens at TBCC at 503-842-8222, ext. 1050 or [Academicpartnerships@tillamookbaycc.edu](mailto:Academicpartnerships@tillamookbaycc.edu)

Return this request with attachments to:

[Academicpartnerships@tillamookbaycc.edu](mailto:Academicpartnerships@tillamookbaycc.edu)

Tillamook Bay Community College

Attn: Britney Noel

4301 Third Street

Tillamook, OR 97141

Fax: (503) 842-8334

## **Appendix 10 – Dual Credit Instructor Articulation 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

## Appendix 11 – TBCC Annual Dual Credit Meeting Requirements

<b>TSTC Annual Dual Credit Meetings</b>				
	<b>Agenda</b>	<b>Standard Dual Credit Instructors</b>	<b>Sponsored Dual Credit Instructors</b>	<b>Additional Attendees</b>
Aug-Sept	TBCC Dual Credit 101 <ul style="list-style-type: none"> <li>TBCC DC 101: New Instructor Orientation</li> </ul>	Required New Only	Required New Only	TBCC Dual Credit Admin, Perkins Coordinator, TBCC Student Service
Aug-Sept	Fall Kickoff TBCC Meeting <ul style="list-style-type: none"> <li>Back to school kickoff: General updates, welcome back, recent data, documentation completion (All DC instructors)</li> </ul>	Required	Required	Perkins Coordinators, NW Promise staff, admin TBCC, admin K12, Counselors, Grad Coaches, Student Service staff
Oct	TSTC Mentor Meeting #1 <ul style="list-style-type: none"> <li>Review of process (Guiding Principles Doc &amp; Peer Review Form)</li> <li>Discuss additional needs and identify barriers</li> <li>Department breakouts</li> <li>Time for collaboration w/mentors</li> <li>Create individual plans and create goals using planner</li> <li>Grade Alignment in Discipline</li> </ul>		Required	TBCC DC Staff, NW Promise Staff
Oct-Jan	Peer Review Site Visits <ul style="list-style-type: none"> <li>Mandatory secondary onsite review</li> <li>Optional post-secondary onsite review</li> </ul>		Required	
Feb	TSTC Mentor Meeting #2 <ul style="list-style-type: none"> <li>General welcome</li> <li>Discuss additional needs&amp; identify barriers</li> <li>Breakout w/mentor</li> <li>Discuss site visit</li> <li>Discuss course questions and assessments</li> <li>Review SDC Teaching Planner</li> <li>Update SDC Teacher planner</li> <li>Submit Supporting Documentation</li> </ul>		Required	TBCC DC Staff, NW Promise Staff
Dec-June	TSTC Course Learning Outcome Assessment <ul style="list-style-type: none"> <li>Workshops available for all DC instructors to go through course assessment process</li> </ul>	Optional	Required	
May-June	Thank You <ul style="list-style-type: none"> <li>Farewell and annual accomplishments</li> <li>Department breakouts (Updates)</li> <li>Time to collaborate with mentors</li> <li>Time to review planner, assessment and evaluation</li> <li>Approve paperwork for next year</li> <li>Plan next year's schedule</li> </ul>	Required	Required	Perkins Coordinators, NW Promise staff, admin TBCC, admin K12, Counselors, Grad Coaches, Student Service staff



## **Appendix 12 – Sponsored Dual Credit Mentorship Checklist**



# TSTC Mentorship Checklist

### **Overview**

Per the revised Oregon Accelerated Learning Standards adopted by the Higher Education Coordinating Commission on June 2016, all dual credit beginning in 2016-17 at Tillamook Bay Community College will align with one of the following three sets of state standards for accelerated learning: 1.) Dual Credit, 2.) **Sponsored Dual Credit** and 3.) Assessment-Based Learning Credit.

Sponsored Dual Credit is defined in the Oregon Dual Credit standards as a course that is as: Offered as part of the high school program,

- a. Taught by a high school teacher in partnership with a sponsoring college/university faculty member who meets the qualifications to teach the course for the college/university, and
- b. Sufficiently similar to the college/university course to enable the student to be described as "taking a course from the college or university". Sponsored Dual credit students ~~enroll~~ in the college course and grading and transcription is consistent with those of like courses at the college or university. (Credit may also be granted by the high school toward graduation requirements, as appropriate.)

### **Prior to Approval**

- ☐ Review instructor qualifications and determine professional development plan
- ☐ Meet with K12 Administration and K12 instructor to review professional development plan
- ☐ Provide Annual TSTC Schedule and review

### **Upon Approval (During TSTC Meeting)**

- ☐ Review Oregon Sponsored Dual Credit Standards with K12 instructor
- ☐ Review Sponsored Dual Credit Guiding Principles Form
- ☐ Review current course materials against college course requirements
- ☐ Determine dates for peer review classroom visit
- ☐ Post peer review, provide feedback, determine departmental and course annual goals
- ☐ Complete Sponsored Dual Credit Teaching Partnerships Planner
- ☐ Review Course Learning Outcomes Portal

### **Annually during final TSTC Meeting**

- ☐ Review Teaching Partnership Planner
- ☐ Q and A
- ☐ Determine future needs





## Appendix 13 – Sponsored Dual Credit Guiding Principles Form



### **Sponsored Dual Credit: Guiding Principles for DC Partnerships**

Per the revised Oregon Accelerated Learning Standards adopted by the Higher Education Coordinating Commission on June 2016, all dual credit beginning in 2016-17 at Tillamook Bay Community College will align with one of the following three sets of state standards for accelerated learning: 1.) Dual Credit, 2.) **Sponsored Dual Credit** and 3.) Assessment-Based Learning Credit.

Sponsored Dual Credit is defined in the Oregon Dual Credit standards as a course that is as:

Offered as part of the high school program,

- a. Taught by a high school teacher in partnership with a sponsoring college/university faculty member who meets the qualifications to teach the course for the college/university, and
- b. Sufficiently similar to the college/university course to enable the student to be described as "taking a course from the college or university". Sponsored Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university. (Credit may also be granted by the high school toward graduation requirements, as appropriate.)

Tillamook Bay Community College has adopted the following expectations in regards to sponsored dual credit.

Where departmental resources are available, TBCC may provide a sponsoring faculty member for sponsored dual credit partnerships. The sponsoring TBCC faculty member will have the qualifications and experience to provide appropriate leadership and oversight, and is committed to connecting, communicating and collaborating with the high school teachers and other faculty in the partnership. The Dean of Academic Partnerships, NW Promise, and TSTC will help facilitate and support the sponsored dual credit partnerships.

#### **The state standards require:**

##### Provide Training:

- Exercise a major role in the design, approval, and implementation of the teaching partnership.
- Works with the high school faculty member to develop a syllabus that is also on file with TBCC Educational Partnerships;
- On an ongoing basis, provides high school teacher orientation and training in the college's course learning outcomes and assessment criteria/expectations, and strategies for curriculum/pedagogy.
- Provides feedback for continuous improvement to ensure that student learning outcomes, course content, and assessment are consistent with the TBCC course.

##### Provide Resources:

- Provide the high school teacher with the essential academic resources comparable to other TBCC campus sections. (e.g. text, Moodle, assessment, CCOG)
- Provide grading and assessment tools to the high school teacher as appropriate.

##### Makes time for Regular Interaction:

- Meet with the high school faculty member at least once per TBCC term and has regular interaction with the high school faculty member.
- Visits the students in the course within the first three weeks and discusses the partnership with the students.
- Document interaction and provide data to Dean of Academic Partnerships using Planner Form

**The sponsoring TBCC faculty member will:**

**Provide Support:**

- Exercise a major role in the design, approval, and implementation of the teaching partnership
- Works with the high school teacher to develop a syllabus that is also on file with TBCC
- On an ongoing basis, provides high school teacher orientation and training in the college's course learning outcomes and assessment criteria/expectations, and strategies for curriculum/pedagogy as defined by the Oregon Dual Credit Standards
- Provides feedback for continuous improvement to ensure that student learning outcomes, course content, and assessment are consistent with the TBCC course

**Provide Resources:**

- Provide the high school teacher with the essential academic resources comparable to other TBCC campus sections (e.g. Moodle shell front)
- Provide grading and assessment tools to the high school teacher as appropriate

**Makes time for Regular Interaction:**

- Meet with the high school faculty member at least once per TBCC term and has regular interaction with the high school faculty member.
- Visits the students in the course within the first three weeks and discusses the partnership with the students.
- Documents interaction and provides this data to TBCC via google doc or paper form.

**The high school instructor will:**

**Take initiative in learning the curriculum:**

- Work with the TBCC Sponsoring faculty member to develop an approved syllabus that is on file with TBCC. All students taught by sponsored instructor will receive a copy of the approved syllabus
- Takes initiative in discussing curriculum with the sponsoring TBCC faculty member and asking questions
- Utilizes the training materials and curricular resources provided by the sponsoring TBCC faculty member

**Makes time for Regular Interaction:**

- Has regular interaction with the TBCC Sponsoring faculty member
- Meets with the TBCC Sponsoring faculty member at least once per TBCC term
- Documents interaction and provides this data to TBCC Office of Instruction via google form

**Supports Students in Teaching Partnership:**

- Is the Main/First Point of Contact for students; facilitates student learning and progression in the course curriculum
- Collaborates with the sponsoring TBCC faculty member in regards to student learning, progression, and grades in the course.
- Assists students with registration process and deadlines. Ensures that students are aware of TBCC drop and withdraw deadlines.
- Encourages students to take end of term student course evaluation.

**Non Compliance:**

Parties must inform TBCC Office of Instruction about perceived non compliance of agreement in a timely manner. All individuals participating in a Sponsored Dual Credit Program arrangement must sign below indicating they agree to uphold the procedures as outlined in the faculty handbook. See pages 9-10

**Impact of non-compliance:**

- Step 1: If the TBCC faculty member does not perceive the partnership to be progressing appropriately, the Office of Instruction will be informed, and efforts will be made to solve any issues through appropriate collaboration and communication.
- Step 2: If further non-compliance is determined, the form will be completed for all parties to sign, which identifies a plan, action timeframe for success and warn of potential articulation cancellation.

Effect on awarding college or university credit: Should sponsored dual credit articulations be cancelled, it is at the discretion of the Dean of Academic Partnerships or department lead to determine the appropriateness of awarding student credit.

2/11/2019

Tillamook Bay Community College (TSTC Doc)

## Appendix 14 – Sponsored Dual Credit Teacher Planner



### Sponsored Dual Credit Dual Credit Teaching Partnerships Planner

Today's Date: \_\_\_\_\_

Name of High School Faculty Member: \_\_\_\_\_ High School: \_\_\_\_\_

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

Name of TBCC Sponsoring Faculty Member: \_\_\_\_\_

Academic Department: \_\_\_\_\_

TBCC Course Name: \_\_\_\_\_

Credits \_\_\_\_\_

**Dates:**

High School Course Dates \_\_\_\_\_

TBCC Terms aligned with course: \_\_\_\_\_

Will this partnership use Moodle? Y N Moodle shell open/close dates: \_\_\_\_\_

- Oregon Sponsored Dual Credit Categories:
- ☐ SDC-C3 Department Philosophy
  - ☐ SDC-C4 Syllabi Reviewed, alignment of student outcomes and learning expectations
  - ☐ SDC-C5, A1, A3 Assessment reviewed, resources shared, evidence that students demonstrate outcomes, comparable methods
  - ☐ SDC-F4 Training on: Assessment criteria, course philosophy
  - ☐ SDC-A1 Shared review of assessments, calibration of grading,
  - ☐ SDC-F3 Essential academic resources shared
  - ☐ SDC-F6 Feedback loop for continuous improvement

- Mentorship Goal Setting:
- ☐ Suggested areas of focus:
    - o \_i.e.\_SDC-F4, SDC F6
  - ☐ Suggested Professional Development
    - o \_i.e. conference or workshop
  - ☐ Other suggested partnership meetings
    - o \_i.e. Advisory meeting,
  - ☐ Take TBCC course
  - ☐ Other

SDC-F5 Collegial Interaction (Sample timeline for partnership meetings, site visits, workshops, virtual meetings)

Type of Contact	Collegial Interaction Type	In person meeting	Phone communications	Email communications
Sample: Sponsoring dual credit mentorships are required to have well documented process for regular, ongoing, substantive interactions.	Please indicate what was covered: student learning outcomes, courses content, delivery, and assessments *consistent with department standards.	Training/orientation meeting 8/2/16 Second week of class meeting with students 9/15/16	8/4/16; 8/12/16	
Term: (Quarterly interactions required)				

## Appendix 15 – Onsite Sponsored Dual Credit Peer Review Form

Tillamook Bay Community College

Peer Review Worksheet

<b>Reviewer</b>	<b>(Faculty Mentor Name)</b>			
<b>Course</b>	<b>WR 122 English Composition II taught by (SDC Instructor Name)</b>			
<b>Term</b>	<b>Winter Term 2017</b>			
		<b>Standard</b>	<b>Met?</b>	<b>Comments</b>
<b>Course Overview Introduction</b>	1.1	Instructions make clear how to get started and where to find various course components.		
	1.2	Learners are introduced to the purpose and structure of the course.		
	1.3	Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.		
	1.4	Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.		
	1.5	Minimum technology requirements are clearly stated and instructions for use provided.		
	1.6	Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.		
	1.7	Minimum technical skills expected of the learner are clearly stated.		
	1.8	The self-introduction by the instructor is appropriate and is available online.		
	1.9	Learners are asked to introduce themselves to the class.		
<b>Learning Objectives</b>	2.1	The course learning objectives, or course/program competencies, describe outcomes that are measurable.		
	2.2	The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.		
	2.3	All learning objectives or competencies are stated clearly and written from the learner's perspective.		
	2.4	The relationship between learning objectives or competencies and course activities is clearly stated.		
	2.5	The learning objectives or competencies are suited to the level of the course.		
<b>Assessment and Measurement</b>	3.1	The assessments measure the stated learning objectives or competencies.		
	3.2	The course grading policy is stated clearly.		
	3.3	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.		
	3.4	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.		
	3.5	The course provides learners with multiple opportunities to track their learning progress.		

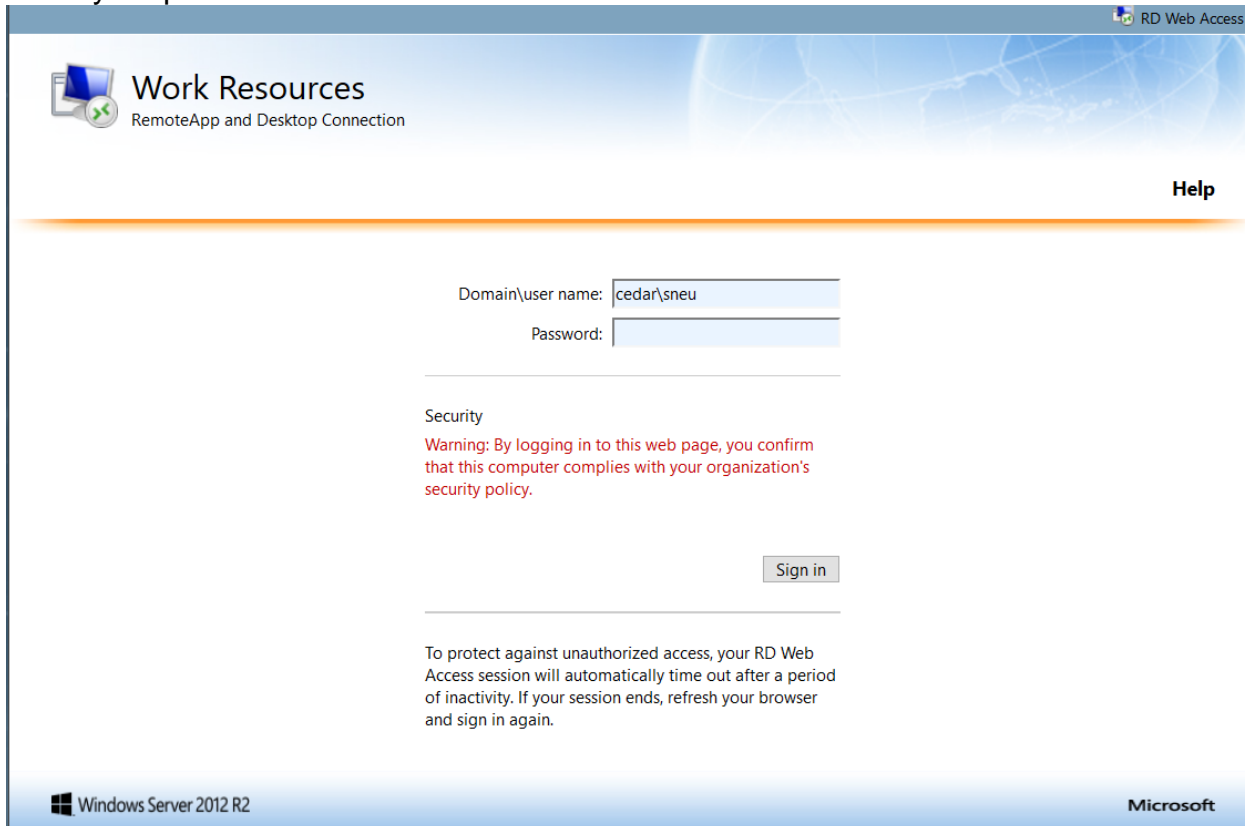
<b>Instructional Materials</b>	4.1	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.		
	4.2	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.		
	4.3	All instructional materials used in the course are appropriately cited.		
	4.4	The instructional materials are current.		
	4.5	A variety of instructional materials is used in the course.		
	4.6	The distinction between required and optional materials is clearly explained.		
<b>Course Activities and Learner Interaction</b>	5.1	The learning activities promote the achievement of the stated learning objectives or competencies.		
	5.2	Learning activities provide opportunities for interaction that support active learning.		
	5.3	The instructor's plan for classroom response time and feedback on assignments is clearly stated.		
	5.4	The requirements for learner interaction are clearly stated.		
<b>Course Technology</b>	6.1	The tools used in the course support the learning objectives and competencies.		
	6.2	Course tools promote learner engagement and active learning.		
	6.3	Technologies required in the course are readily obtainable.		
	6.4	The course technologies are current.		
	6.5	Links are provided to privacy policies for all external tools required in the course.		
<b>Learner Support</b>	7.1	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.		
	7.2	Course instructions articulate or link to the institution's accessibility policies and services.		
	7.3	Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		
	7.4	Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		
<b>Accessibility and Usability</b>	8.1	Course navigation facilitates ease of use.		
	8.2	Information is provided about the accessibility of all technologies required in the course.		
	8.3	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.		
	8.4	The course design facilitates readability.		
	8.5	Course multimedia facilitate ease of use.		
Total				

## **Appendix 16 – Course Learning Assessment Database Manual**

To access the Course Assessment Database from home or wherever you are working we have created a login web address.

<https://cedar.tillamookbaycc.org/RDWeb/Pages/>

You will be presented with a login screen. For your Domain\Username enter Cedar\*firstinitiallastname*  
Enter your password.



RD Web Access

**Work Resources**  
RemoteApp and Desktop Connection

[Help](#)

Domain\user name:

Password:

Security

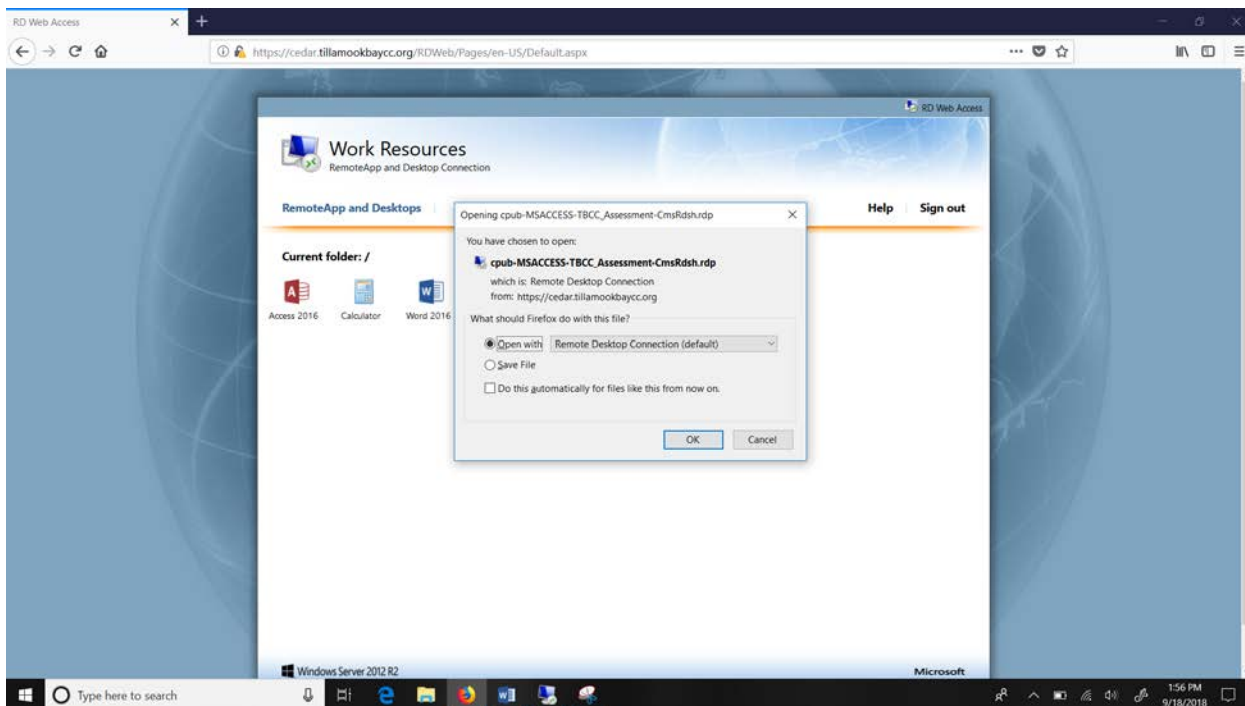
Warning: By logging in to this web page, you confirm that this computer complies with your organization's security policy.

To protect against unauthorized access, your RD Web Access session will automatically time out after a period of inactivity. If your session ends, refresh your browser and sign in again.

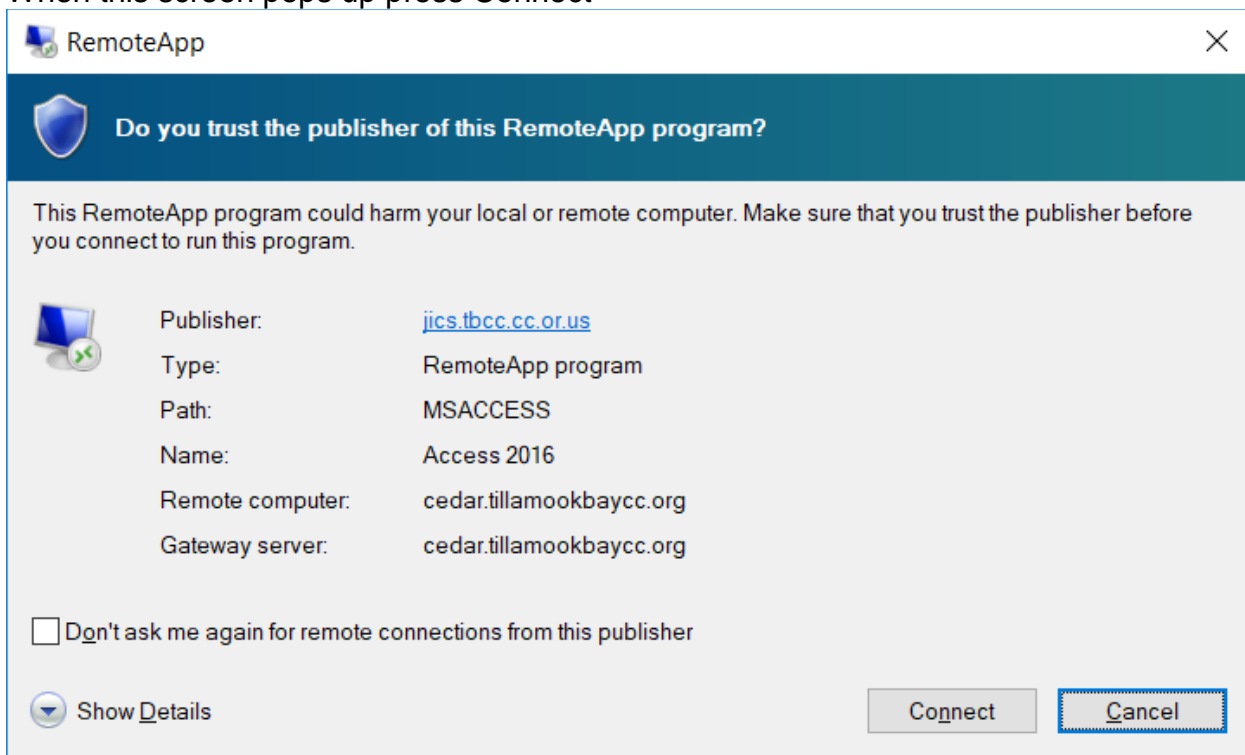
Windows Server 2012 R2

Microsoft

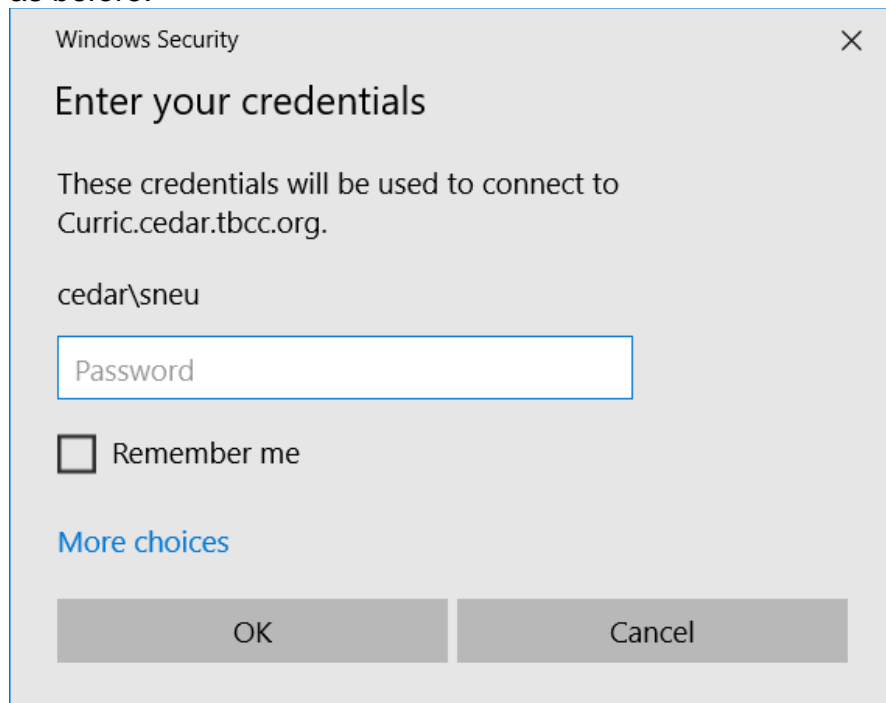
You will be told or asked to open with Remote Desktop Connection – press OK



When this screen pops up press Connect



You will see it connecting then you will be prompted to login again, use the same password as before.



Windows Security

### Enter your credentials

These credentials will be used to connect to  
Curric.cedar.tbcc.org.

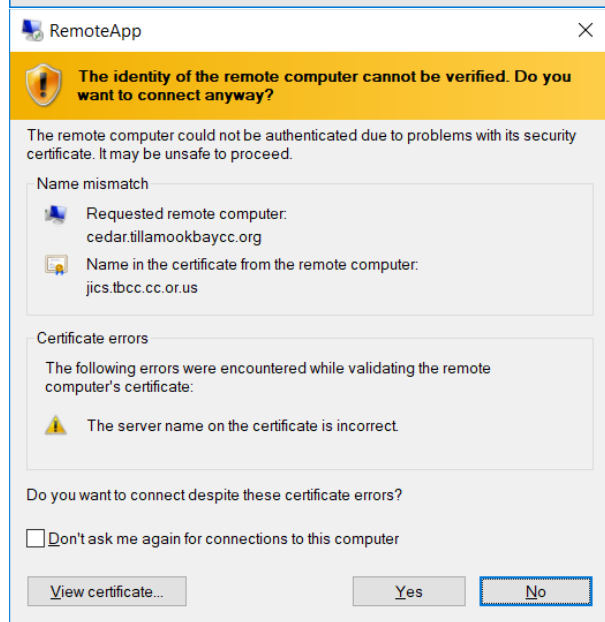
cedar\sneu

Password

☐ Remember me

[More choices](#)

OK Cancel



RemoteApp

**The identity of the remote computer cannot be verified. Do you want to connect anyway?**

The remote computer could not be authenticated due to problems with its security certificate. It may be unsafe to proceed.

**Name mismatch**

Requested remote computer:  
cedar.tillamookbaycc.org

Name in the certificate from the remote computer:  
jics.tbcc.cc.or.us

**Certificate errors**

The following errors were encountered while validating the remote computer's certificate:

The server name on the certificate is incorrect

Do you want to connect despite these certificate errors?

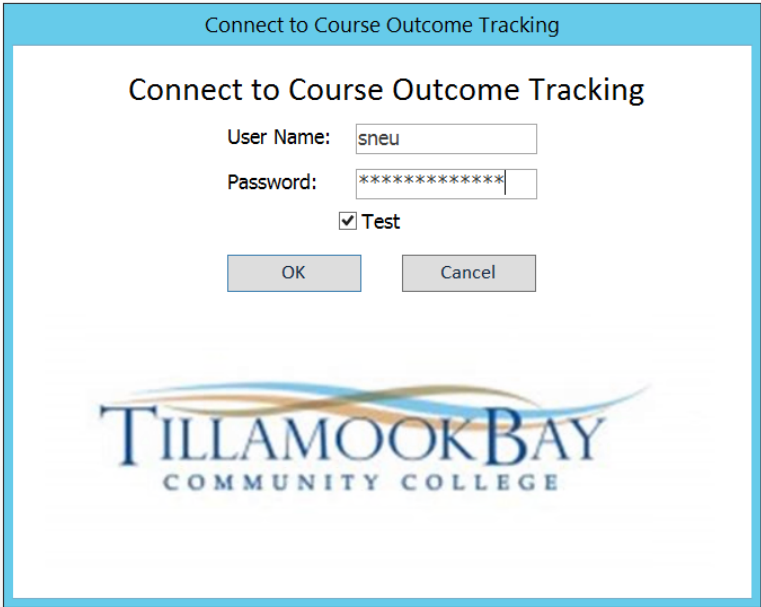
☐ Don't ask me again for connections to this computer

View certificate... Yes No

Click Yes. We have an SSL certificate but the server isn't reading it right, hope to get that fixed in a day or two.



You can now log into the database using your *firstinitiallastname* and the same password you have been using to get to this point.



Connect to Course Outcome Tracking

Connect to Course Outcome Tracking

User Name: sneu

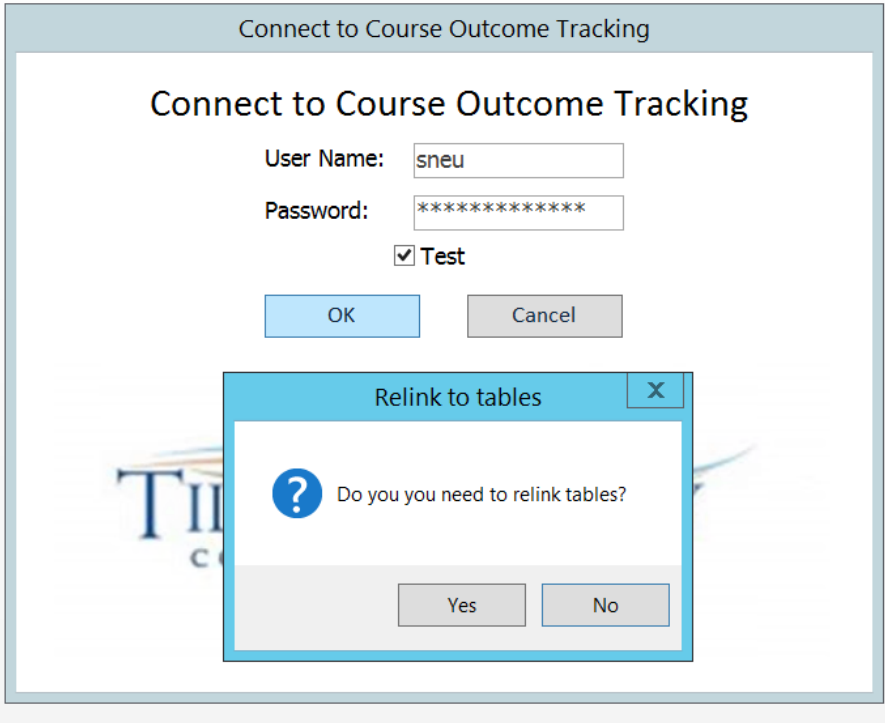
Password: \*\*\*\*\*

☒ Test

OK Cancel

TILLAMOOK BAY  
COMMUNITY COLLEGE

You will be asked if you want to relink the tables. This is normal and will only take a few seconds. This is to eliminate any issues due to server updates or reboots since you were last in the database.



Connect to Course Outcome Tracking

Connect to Course Outcome Tracking

User Name: sneu

Password: \*\*\*\*\*

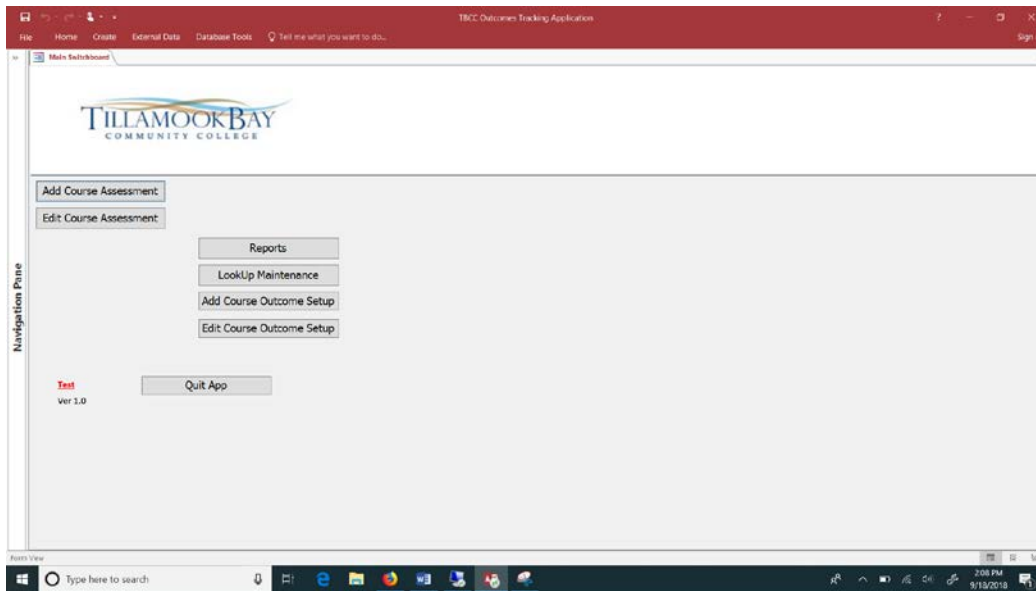
☒ Test

OK Cancel

Relink to tables

Do you you need to relink tables?

Yes No



You are now ready to start entering assessments. Press the Add Course Assessment for new Course Assessments or Edit Course Assessment if you need to finish one that was started earlier.

## Entering Assessments

To enter your new assessments start with the Assessment tab. If this is a new record the screen will be blank and you can just start entering your information. If you are looking at a record then want to add a new record press the Add Record button.

As you can see there are tabs across the top of the screen right under Course Assessment. If you move through them in order from left to right the course flow will guide you as you enter your information.

See your total number of students in the class and number of outcomes to be scored on the right side of the screen.

Click on the next tab – CLO (Course Learning Outcome)

Choose the one assessment method for each Outcome. Put in the number of students completing performing at each level.

The screenshot displays the 'Course Assessment' window of the 'TBCC Outcomes Tracking Application'. The window has a red title bar and a menu bar with 'File', 'Home', 'Create', 'External Data', 'Database Tools', and a search bar. Below the menu bar, there are tabs for 'Assessment', 'CLO', 'CLO - PLO', 'CLO - ILO', and 'Narratives'. The 'Assessment' tab is active, showing a table with four rows of outcome descriptions. Each row has a dropdown for 'Assessment Method' and columns for 'Advanced Count', 'Competent Count', 'Developing Count', 'Emerging Count', 'Created On', 'Created By', 'Updated On', and 'Updated by'. The counts are currently zero. On the right side, there is a summary box showing 'Successful Student Count' as 25 and 'Outcomes to score count' as 4. The bottom of the window shows a status bar with 'Record: 1 of 1' and a search bar.

Outcome Description	Assessment Method	Advanced Count	Competent Count	Developing Count	Emerging Count	Created On	Created By	Updated On	Updated by
Recognize economic forces that shape business in United States of America		0	0	0	0	9/18/2018 12:41:00 PM	sneu		
Explain current business practices challenging modern organizations.		0	0	0	0	9/18/2018 12:41:00 PM	sneu		
Discover how business ethics and corporate social responsibility are essential guiding principles for businesses.		0	0	0	0	9/18/2018 12:41:00 PM	sneu		
Analyze how the functional areas of		0	0	0	0	9/18/2018 12:41:00 PM			

If the number of completions does not add up to the number of students you will receive an error.

TBCC Outcomes Tracking Application

File Home Create External Data Database Tools Tell me what you want to do... Sign in

Main Switchboard Course Assessment

Course Assessment Add Record Save Record Print Assessment Close Form/Exit

Assessment CLO CLO - PLO CLO - ILO Narratives

Outcome Description Assessment Method

Outcome Description	Assessment Method	Advanced Count	Competent Count	Developing Count	Emerging Count	Created On	Created By	Updated On	Updated by
Recognize economic forces that shape business in United States of America	Objective Exam	2	5	3	0	9/18/2018 12:41:00 PM	shru		
Explain current business practices challenging modern organizations.	Objective Exam	0	0	0	0	9/18/2018 12:41:00 PM			
Discover how business ethics and corporate social responsibility are essential guiding principles for businesses.	Individual Assignment	1	20	2	2	9/18/2018 12:41:00 PM	shru	9/18/2018 12:48:00 PM	shru
Analyze how the functional areas of	Individual Oral Presentation	2				9/18/2018 12:41:00 PM			

Successful Student Count 25  
Outcomes to score count 4

Count is Off  
Your total assessed count does not equal number of students satisfactorily completing course. Please correct

Record: 4 of 1 of 1 No Filter Search

Form View

12:45 PM 9/18/2018

Progressing from left to right by the tabs you will first assess your CLO then move to PLO (Program Learning Outcome) associated with each CLO then the ILO (Institutional Learning Outcome) associated with each CLO.

TBCC Outcomes Tracking Application

File Home Create External Data Database Tools Tell me what you want to do... Sign in

Main Switchboard Course Assessment

Course Assessment Add Record Save Record Print Assessment Close Form/Exit

Assessment CLO CLO - PLO CLO - ILO Narratives

Outcome Description Assessment Method

Outcome Description	Assessment Method	Advanced Count	Competent Count	Developing Count	Emerging Count	Created On	Created By	Updated On	Updated by
Recognize economic forces that shape business in United States of America	Objective Exam	2	5	3	15	9/18/2018 12:41:00 PM	shru	9/18/2018 12:47:00 PM	shru
Explain current business practices challenging modern organizations.	Objective Exam	1	18	2	4	9/18/2018 12:41:00 PM	shru	9/18/2018 12:47:00 PM	shru
Discover how business ethics and corporate social responsibility are essential guiding principles for businesses.	Individual Assignment	1	20	2	2	9/18/2018 12:41:00 PM	shru	9/18/2018 12:48:00 PM	shru
Analyze how the functional areas of	Individual Oral Presentation	2				9/18/2018 12:41:00 PM			

Successful Student Count 25  
Outcomes to score count 4

Record: 4 of 1 of 1 No Filter Search

Form View

12:48 PM 9/18/2018

Select your course and the year and term to add your narratives. If you have previous course information it will show to the right. This cannot be changed, it is there for your review as you add your new information.

Forms

Search...

- frmAdminMaint
- frmBuildCLOPLOILOforCourse
- frmCourseAssessment
- frmCourseOutcomeMaintenance
- frmMainSwitchboard
- frmOpenDialogLogin
- frmReports
- shrmAcademicYear
- shrmAccessLevel
- shrmAssessmentMethod
- shrmCLOOutcome
- shrmCourseAssessmentCLO
- shrmCourseAssessmentCLOILO
- shrmCourseAssessmentCLOPLO
- shrmCourseCatalog
- shrmCourseCLOLOMaintenance
- shrmCourseCLOLOMaintenance
- shrmCourseCLOPLOMaintenance
- shrmLOOutcome
- shrmPLOOutcome
- shrmSectionType
- shrmUser

Course Assessment

Go to: BA101

Add Record Save Record Print Assessment Delete Assessment Close Form/Exit

Assessment CLO CLO - PLO CLO - ILO Narratives

1. What did you discover about student performance based on the evidence you identified and used above?

2. Future Planning: What changes or high impact practices do you plan to implement to your course and/or teaching methods based on your response to question #1?

3. (To be answered after having implemented these changes the next time the course is taught by you): After having implemented the above changes in your course, what changes did you observe in student achievement of course learning outcomes? Was the change successful? How will you adjust your teaching methods or presentation moving forward?

Previous Response:

What did you discover about student performance based on the evidence you identified and used above? Students enjoyed the opportunity to studenty and levelthesize class comments through.

Record: 1 of 2

Form View

Navigation Pane

Course Assessment

Go to: Course Qtr/Year Instructor

BA101 SU 2018-2019 Atchison, Tom

BA101 FA 2018-2019 Atchison, Tom

1. What did you discover about student performance based on the evidence you identified and used above?

2. Future Planning: What changes or high impact practices do you plan to implement to your course and/or teaching methods based on your response to question #1?

3. (To be answered after having implemented these changes the next time the course is taught by you): After having implemented the above changes in your course, what changes did you observe in student achievement of course learning outcomes? Was the change successful? How will you adjust your teaching methods or presentation moving forward?

Record: 1 of 2

Form View

Previous information will be from the term immediately preceding the term for which you are now entering narratives.

To print a report for review or documentation press the Print Assessment button.

TBCC Outcomes Tracking Application

File Home Create External Data Database Tools Tell me what you want to do... Sign in

Main Switchboard Course Assessment

Course Assessment go to Add Record Save Record Print Assessment Delete Assessment Close Form/Exit

Assessment CLO CLO - PLO CLO - ILO Narratives

Quarter and Year FA 2018-2019

Course BA101

Section Type Online

Instructor Atchison, Tom

Mentor/Lead

Successful Student Count 10

Created On 9/18/2018 1:05:00 PM Updated On 9/18/2018 1:11:00 PM

Created By [User] Updated by [User]

Record: 14 of 1 of 2 No Filter Search

Form View

TBCC Outcomes Tracking Application

File Print Preview Tell me what you want to do... Sign in

Print Size Margins Show Margins Print Data Only Portrait Landscape Columns Page Setup Zoom One Page Two Pages More Pages Refresh All Excel Text PDF Email More Close Print Preview Close Preview

Main Switchboard Course Assessment Assessment of Course, Program, and Institutional Learning Outcomes

Assessment of Course, Program, and Institutional Learning Outcomes Tuesday, September 18, 2018

Quarter and Year FA 2018-2019 Instructor Tom Atchison

Course Prefix and Number BA 101 Mentor/Lead

Section Type Online Successful Student Count 10

Course Learning Outcomes

Outcome Description	Assessment Method	Advanced Count	Competent Count	Developing Count	Emerging Count
Recognize economic forces that shape business in United States of America	Group Assignment	0	5	5	0
Explain current business practices challenging modern organizations.	Group Presentation	0	5	5	0
Discover how business ethics and corporate social responsibility are essential guiding principles for businesses.	Individual Assignment	0	5	5	0
Analyze how the functional areas of management, accounting, finance, marketing, and operations exist within a business.	Individual Oral Presentation	0	5	5	0

Page 1 of 4

Ready Page: 1 of 1 Filtered

Additional Notes

## **Appendix 17 - Calendar of Important Dates**

<b>SPRING 2019</b>	
<i>TBCC Registration Opens</i>	<i>February 25, 2019</i>
<i>Last Day to Register</i>	<i>March 31, 2019</i>
<i>First Day of TBCC Classes</i>	<i>April 1, 2019</i>
<i>Last Day to Drop</i>	<i>April 5, 2019</i>
<i>Last Day to Withdraw</i>	<i>May 24, 2019</i>
<i>Last Day of TBCC Classes</i>	<i>June 14, 2019</i>
<i>Grades Due</i>	<i>5:00 pm Same Day your High School Grades Due</i>
<b>FALL 2019</b>	
<i>Registration Opens</i>	<i>August 19, 2019</i>
<i>Last Day to Register</i>	<i>September 22, 2019</i>
<i>First Day of TBCC Classes</i>	<i>September 23, 2019</i>
<i>Last Day to Drop</i>	<i>September 27, 2019</i>
<i>Last Day to Withdraw</i>	<i>November 15, 2019</i>
<i>Last Day of Classes</i>	<i>December 6, 2019</i>
<i>Grades Due</i>	<i>5:00 pm Same Day your High School Grades Due</i>
<b>WINTER 2020</b>	
<i>TBCC Registration Opens</i>	<i>November 25, 2019</i>
<i>Last Day to Register</i>	<i>January 5, 2020</i>
<i>First Day of TBCC Classes</i>	<i>January 6, 2020</i>
<i>Last Day to Drop</i>	<i>January 10, 2020</i>
<i>Last Day to Withdraw</i>	<i>February 28, 2020</i>
<i>Last Day of TBCC Classes</i>	<i>March 21, 2020</i>
<i>Grades Due</i>	<i>5:00 pm Same Day your High School Grades Due</i>
<b>SPRING 2020</b>	
<i>TBCC Registration Opens</i>	<i>February 24, 2020</i>
<i>Last Day to Register</i>	<i>March 30, 2020</i>
<i>First Day of TBCC Classes</i>	<i>March 31, 2020</i>
<i>Last Day of TBCC Classes</i>	<i>June 13, 2020</i>
<i>Grades Due</i>	<i>5:00 pm Same Day your High School Grades Due</i>



## **Appendix 18 - 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 19 - 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 20 - TBCC High School Team**

### **2017-2019 Dual Credit Administrative Contacts**

<b>Division &amp; Subject</b>	<b>Liaison Contact</b>	<b>Contact Information</b>
<b>Dean of Academic Partnerships</b>	Daniella Bivens	(503) 842-8222, ext. 1050 <a href="mailto:daniellabivens@tillamookbaycc.edu">daniellabivens@tillamookbaycc.edu</a>
<b>Regional CTE Coordinator</b>	Tami Schild	(503) 842-8222, ext. 1840 <a href="mailto:TSchild@nwresd.k12.or.us">TSchild@nwresd.k12.or.us</a>
<b>Registrar</b>	John Sousa	(503) 842-8222, ext. 1145 <a href="mailto:johnsousa@tillamookbaycc.edu">johnsousa@tillamookbaycc.edu</a>
<b>TBCC Advisor</b>	Cara Elder	(503) 842-8222, ext. 1145 <a href="mailto:caraelder@tillamookbaycc.edu">caraelder@tillamookbaycc.edu</a>
<b>TBCC Advisor</b>	Andrea DeLancey	(503) 842-8222, ext. 1150 <a href="mailto:andreadelancey@tillamookbaycc.edu">andreadelancey@tillamookbaycc.edu</a>
<b>TBCC Advisor (Financial Aid)</b>	Kelsey Jordan	(503) 842-8222, ext. 1135 <a href="mailto:kelseyjordan@tillamookbaycc.edu">kelseyjordan@tillamookbaycc.edu</a>
<b>Neah-Kah-Nie TBCC Liaison</b>	Esther	(503) 355-3588 <a href="mailto:esthert@nknsd.org">esthert@nknsd.org</a>
<b>Tillamook HS TBCC Liaison</b>	Elizabeth Shelley	(503) 842-3566, ext. 2330 <a href="mailto:shelleye@tillamook.k12.or.us">shelleye@tillamook.k12.or.us</a>
<b>Nestucca TBCC Liaison</b>	Daniela Moreno Gutierrez	(503) 392-3194, ext. 104 <a href="mailto:DanielaM@nestucca.k12.or.us">DanielaM@nestucca.k12.or.us</a>

### **2017-2019 Dual Credit Faculty Liaisons by Division & Subject:**

<b>Division &amp; Subject</b>	<b>Liaison Contact</b>	<b>Contact Information</b>
<b>Arts and Letters</b>	Sydney Elliott	(503) 842-8222, ext. 1825 <a href="mailto:sydneyelliott@tillamookbaycc.edu">sydneyelliott@tillamookbaycc.edu</a>
<b>Agriculture and Natural Resources</b>	Megan Deane McKenna	503-842-8222, ext. 1870 <a href="mailto:megandeanemckenna@tillamookbaycc.edu">megandeanemckenna@tillamookbaycc.edu</a>
<b>Business Administration</b>	Tom Atchison	(503) 842-8222, ext. 1815 <a href="mailto:tomatchison@tillamookbaycc.edu">tomatchison@tillamookbaycc.edu</a>
<b>Accounting and Computer Applications</b>	Michael Weissenfluh	(503) 842-8222, ext. 1810 <a href="mailto:michaelweissenfluh@tillamookbaycc.edu">michaelweissenfluh@tillamookbaycc.edu</a>
<b>Social Science and Human Services</b>	John Sandusky	(503) 842-8222, ext. 1875 <a href="mailto:johnsandusky@tillamookbaycc.edu">johnsandusky@tillamookbaycc.edu</a>
<b>Science</b>	Bob Pietruszka	(503) 842-8222, ext. 1805 <a href="mailto:robertpietruszka@tillamookbaycc.edu">robertpietruszka@tillamookbaycc.edu</a>
<b>Mathematics</b>	Geza Laszlo	(503) 842-8222, ext. 1820 <a href="mailto:gezaslaszlo@tillamookbaycc.edu">gezaslaszlo@tillamookbaycc.edu</a>