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Dual Credit Administrative Handbook

Program Policies and Procedures for
High School and University Partners

2017-18

Dual Credit Program
Oakland City University

138 North Lucretia Street
Oakland City, Indiana 47660

dualcredit@oak.edu

<http://www.oak.edu/academics/dual-credit-programs>

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Program Overview

Dual credit is a partnership between Oakland City University (OCU) and area high schools. Qualified high school students are given the opportunity to earn concurrent college credit. Dual credit courses with OCU are taught by qualified faculty who follow approved course syllabi that align with main campus offerings.

Partnering with OCU's Dual Credit Program

Establishing a Dual Credit Agreement with OCU

High schools interested in a dual credit partnership with OCU must establish a written agreement. The following steps must be completed:

- 1. Send Initial Request.** High school administrators send a written request of a desired partnership to OCU's Dual Credit Coordinator (dualcredit@oak.edu). This letter will include information about the designated liaison from the high school who will function as the main contact person. In response, the OCU Dual Credit Coordinator will send all requested OCU course syllabi to the high school along with submission information and deadlines. High schools seeking a partnership with OCU for the first time must send initial requests no later than **February 1st** of the preceding school year.
- 2. Submit Instructor and Course Information.** After the initial request, high school staff must submit the following documents for *each* course:

Instructor Documents	Course Documents
<ul style="list-style-type: none">•Dual Credit Instructor Application form (<i>Appendix C</i>)•Resume•Official Transcripts (graduate and undergraduate)•Teacher License	<ul style="list-style-type: none">•Attachment A: Course Registration and Approval Form (<i>Appendix B</i>)•Course syllabus

These documents must be submitted to the Dual Credit Coordinator via email (dualcredit@oak.edu) or U.S. Mail (138 N. Lucretia Street, Oakland City, Indiana 47660). Subject Matter Experts (SME) from the OCU faculty will review and recommend instructors and courses for approval or denial based on OCU's dual credit instructor credential requirements policy and alignment with current OCU main campus syllabi. For more

information about syllabus components and a sample OCU syllabus, see *Appendices D1 and D2*.

- 3. Sign Articulation Agreement.** After their review, the SMEs forward their decisions and comments to the OCU Provost, who finalizes approvals by signing a Dual Credit Articulation Agreement (See Appendix A) for the specific school. High school administrators must then sign the agreement and return it to the Dual Credit Coordinator. Once the agreement is signed by both parties, the partnership is formally established.

Updating Agreements

Partnering high schools must inform OCU of proposed or upcoming changes to dual credit instructors and/or courses *prior* to implementing the changes. These changes include, but are not limited to, changes in staffing, additional courses that the school wants to offer for dual credit, removal of dual credit courses previously approved, etc. In cases where new courses and/or instructors must be reviewed and approved, OCU must be notified of such changes with sufficient time to ensure the review can be completed before a course is taught for the first time or by a different instructor.

Dual credit courses must be taught by instructors designated in the *Dual Credit Articulation Agreement* for the course. Therefore, it is very important that high school administrators or the high school liaison inform the Dual Credit Coordinator of upcoming retirements, transfers, terminations, or long-term leaves that may affect approved courses. In the event that an approved instructor's schedule changes, and he or she is no longer able to teach the approved course, the high school must resubmit an updated *articulation agreement* for the course with the name of the new teacher.

- If the new teacher is already an approved dual credit instructor, the SME will use information already on file to make course approval or denial decisions.
- If the new teacher has not been previously approved to teach dual credit, he or she must submit appropriate instructor documentation as outlined in this handbook.

Student teachers or unapproved long-term substitutes are not permitted to instruct any portion of a dual credit course.

Applying as an Individual Instructor

Individual teachers who wish to apply to become dual credit instructors with OCU should first contact their school administrator to determine whether a Dual Credit Articulation Agreement is already in place with OCU or if the process must be started. Interested teachers can also request sample OCU syllabi and required materials for instructor and course approval directly from the Dual Credit Coordinator (dualcredit@oak.edu).

Instructor Credential Requirements

High school teachers who wish to become dual credit instructors with OCU are approved based on their credentials. In order to be approved, the teacher must meet the following criteria:

- A master's degree in the discipline or subfield where they plan to teach (e.g., a master's degree in mathematics to teach dual credit courses in mathematics, or a masters in history to teach dual credit courses in history, or a masters in English to teach dual credit courses in English).
- If an instructor holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching (e.g., a master's in education), that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach. If the faculty member doesn't have the 18 graduate credit hours, an education plan must be in place to obtain the 18 hrs. As of Sept. 1, 2017, all instructors must have the 18hrs graduate level in the content area to continue as a Dual Credit instructor.

Dual Credit Partners

Dual Credit Subject Matter Experts

Dual Credit Subject Matter Expert (SME) Responsibilities

Subject Matter Experts are an integral part of the dual credit program at OCU. SMEs are responsible for:

- Reviewing instructor credentials and making approval or denial recommendations to the Dual Credit Coordinator.
- Reviewing course materials and making approval or denial recommendations to the Dual Credit Coordinator.
- Conducting annual professional development and initial orientation sessions in collaboration with the Dual Credit Coordinator.
- Maintaining communication with instructors to answer questions about academic issues (such as course content and delivery methods, syllabus content, professional development opportunities, grade congruence, etc.).

- Conducting annual site visits or other alternative observations (such as: videos, Skype or Adobe Connect) to ensure quality of course delivery methods, student rapport and coursework, and answer instructor questions.
- Writing reports about classroom visits/interaction with instructors.
- Investigating and following up on instructor non-compliance issues in collaboration with the Dual Credit Coordinator.

Dual Credit Subject Matter Experts at OCU

<p>Mathematics MATH 115, MATH 120, MATH 216</p>	<p>Dr. Devon Schlottman (dschlottman@oak.edu)</p>
<p>Social Studies GOV 201, HIS 241, HIS 242 PSY 101</p>	<p>Dr. Dawn Saltzman (dsaltzman@oak.edu) Mrs. Ashley Elliott (aelliott@oak.edu)</p>
<p>English ENG 101, ENG 102, ENG 210, AND ENG 215 COMM 202</p>	<p>Dr. Roxanne Mills (rmills@oak.edu) Mr. Stan Coy (scoy@oak.edu)</p>
<p>Science BIO 101 PHSC 101</p>	<p>Dr. Michael Atkinson (matkinson@oak.edu) Dr. Barnabas Otoo (botoo@oak.edu)</p>
<p>World Languages SPAN 101, SPAN 102</p>	<p>Dr. Thomas Walls (twall@oak.edu)</p>

High School Partners

University staff and faculty work with school administrators, Dual Credit school liaisons, and instructors in partner schools.

HIGH SCHOOL	OCU DUAL CREDIT CODE	DUAL CREDIT SCHOOL LIAISON	EMAIL ADDRESS
Barr-Reeve	DC 26	Chastity Sward	csward@barr.k12.in.us
Gibson Southern	DC 39	Amanda Sefton	Amanda.sefton@sgibson.k12.in.us
Heritage Hills	DC 8	Todd Wilkerson	twilkerson@mail.nspencer.k12.in.us
Loogootee	DC 5	Tracy Anderson	tanderson@loogootee.k12.in.us
North Daviess	DC 18	Beth Smith	bsmith@ndaviess.k12.in.us
North East Dubois	DC 11	Kristi Boeglin	kboeglain@nedubois.k12.in.us
Princeton	DC 23	Carrie Englebrecht	cengelbrecht@ngsc.k12.in.us
Shoals	DC 16	Larry Sherfick	sherfickl4@shoals.k12.in.us
Triton Central	DC 10	Joleen Lancaster	jlancaster@nwshelbyschools.org
Washington Catholic	DC 59	Michaelene Mundy	mmmundy@evdio.org
West Washington	DC 13	Nanette Clements	clements@wwcs.k12.in.us
White River Valley	DC 24	Rhoda Davis	rdavis@wrv.k12.in.us
Wood Memorial	DC 9	Kelly Carlton	kcarlton@egsc.k12.in.us

Responsibilities of School and District Administrators

District superintendents and principals are responsible for establishing an initial Dual Credit Articulation Agreement with OCU, maintaining and updating the agreement, and designating a Dual Credit School Liaison.

School and district administrators are also encouraged to participate in dual credit program evaluation assessments.

Dual Credit School Liaison Responsibilities

The Dual Credit School Liaison is a high school staff member who functions as the main contact person for OCU staff and help coordinate the program at partner schools. This person is typically the school's guidance counselor but could also be an OCU dual credit instructor at the school. Dual Credit School Liaisons are responsible for:

- Assisting with the establishment and maintenance of Dual Credit Articulation Agreements.
- Informing OCU staff of changes in teaching assignment and dual credit course offerings, as well as requests for new course approvals each year.
- Validating Free/Reduced Lunch program information for registering students.
- Providing high school transcripts and standardized test score information for students who are applying to the dual credit program for the first time.
- Assisting with course enrollment and course management (verification of student eligibility for entry to the dual credit program, class roster verification, course add/drop issues).
- Assisting with submission of end-of-course evaluations and final grades.
- Promoting dual credit opportunities available through OCU to all eligible students, and connecting parents and students to OCU resources, including distributing or providing access to the *Dual Credit Student Handbook*.
- Collaborating with Dual Credit Subject Matter Experts during site visits or alternative observations, including providing course and/or student information as requested by SMEs or OCU staff.

Dual Credit Instructor Responsibilities

High school dual credit instructors are an integral part of the program. When high school teachers are officially approved as dual credit instructors in partnership with OCU, they agree to the following responsibilities:

- Submitting all required dual credit instructor application paperwork to designated OCU staff prior to teaching a dual credit course with OCU, and as requested thereafter.
- Submitting copies of dual credit course syllabi to designated OCU staff and faculty to demonstrate equivalency of course content, objectives, assignments, grading standards, assessments, and outcomes as established for the corresponding OCU course. In case of significant syllabus changes after course approval, instructors are responsible for submitting an updated syllabus to OCU for review. OCU approval must be given before deploying the new syllabus. Fall and Yearlong courses approval requests and syllabus are to be received by Mar. 31 and Spring courses by Oct. 31.
- Participating in a required orientation session prior to teaching a dual credit course with OCU for the first time.
- Participating in required professional development provided by OCU.
- Adhering to course content and assessment requirements of corresponding OCU courses, including using textbooks and course materials as required and/or approved by the corresponding SME.
- Assisting with new student applications, including verifying students meet OCU dual credit eligibility criteria such as junior or senior class standing, GPA, and applicable placement scores.
- Assisting with initial course enrollment and potential changes, including making sure registration/application forms are complete and accurate, verifying course rosters, and assisting with course add/drops in accordance with OCU guidelines.
- Providing students with class time and instructions for completing end-of-course evaluations for dual credit courses and submitting the evaluations to OCU in a timely manner.
- Completing course evaluation surveys at the conclusion of the semester in which the course was taught.

- Submitting students’ final grades in accordance with the guidelines and time frames established by OCU.
- Promoting available OCU dual credit opportunities to all eligible students, and connecting parents and students to OCU resources, including distributing or providing access to the *OCU Dual Credit Student Handbook*.
- Collaborating with Dual Credit Subject Matter Experts during site visits or alternative observations (such as videos, Skype or Adobe Connect), including providing samples of student work, exams, assessments, and/or grades as requested by SMEs or OCU staff.
- Informing OCU dual credit staff of teaching assignment changes (moving to a new school, teaching new courses, etc.) and prolonged absences (10 consecutive days or more). In case of prolonged absences, OCU staff will work with high school administrators to ensure the students will be able to receive dual credit for approved course(s) taught by that instructor.
- Regularly checking electronic correspondence sent by OCU dual credit staff sent to the email addresses provided by the instructor in his/her instructor application and working with the school’s information technology personnel to ensure there are no firewall issues restricting delivery of email correspondence from OCU staff.
- Abiding by all FERPA regulations and related guidelines established by OCU.

Stipends for School Liaisons and Instructors

Dual Credit School Liaisons and instructors are provided with a small sum as compensation for fulfilling administrative duties outlined in this handbook and attending required professional development offerings.

Instructor Stipends	Combined Stipends <i>(for Instructors who are also Dual Credit School Liaisons)</i>	Dual Credit School Liaison Stipend
<ul style="list-style-type: none"> • \$200 per semester taught • \$75 for attending prof. dev. 	<ul style="list-style-type: none"> • \$250 per semester taught • \$75 for attending prof. dev. 	<ul style="list-style-type: none"> • \$100 per semester for administrative duties

Only **approved** dual credit instructors and Dual Credit School Liaisons will be eligible for these stipends. In order to receive stipends, instructors and Dual Credit School Liaisons must:

- Submit a signed Dual Credit Instructor or Dual Credit School Liaison Agreement (see *Appendices E and F*).

- Comply with Dual Credit Instructor and School Liaison responsibilities as described in this handbook.
- Complete the DC instructor evaluation surveys.

These administrative stipends will be paid at the end of each semester once all final grades for dual credit courses have been submitted and instructor evaluations are completed through CAMPUS LABS. In the event that the designated Dual Credit School Liaison is replaced during the semester, OCU will consult with school administrators about who should receive the stipend.

FERPA Regulations

The Family Educational Rights and Privacy Act (FERPA) is a federal law that gives parents certain rights regarding their children's education records. FERPA gives students' parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student.

In the case of dual credit students, who technically enroll in both secondary and post-secondary institutions simultaneously, FERPA dictates that *"the two schools may exchange information on that student. If the student is under 18, the parents still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school."* (FERPA FAQs #7, U.S. Dept. of Education; <http://www2.ed.gov/policy/gen/guid/fpco/faq.html>). OCU has established its own FERPA policy in accordance with federal guidelines. For more information about OCU's FERPA policy, see *Appendix K*. This information is also made available to parents and students in the *OCU Dual Credit Handbook*.

Instructor Non-Compliance Policy

All instructors are expected to attend professional development to stay informed of current course content and program policies, and to comply with instructor responsibilities. Non-compliance occurs when an instructor does not adhere to the outlined dual credit instructor expectations. The Instructor will be notified in writing of the Non-Compliance Policy. The instructor will be placed on conditional status with the next review at the end of the school year. If the instructor has not met the requirements, the instructor will not be approved to be a DC instructor for the following school year. If the instructor has met the requirements, the DC instructor will be informed in writing that they are placed back in good standing. A stipend will not be given while the instructor has a status of conditional due to not meeting the Non-Compliance Policy. The Principal will be notified of the Non-Compliance issue as well.

Course Enrollment and Registration Information

Student Eligibility Requirements

To receive credit for OCU dual credit courses, high school students must complete an application, be accepted as a non-degree high school student, pay tuition to the OCU Business Office, register for courses by the designated due date, and successfully complete course assignments and assessments.

High school students who have completed a minimum of four (4) semesters of high school and are recommended by their guidance counselor and/or principal are eligible to enroll in dual credit courses if they meet the following criteria:

- Possess a minimum GPA of 2.5 on a 4.0 scale from an accredited, approved, or commissioned high school; and
- Possess a minimum PSAT score of 940, or a minimum SAT score of 1290, or a minimum ACT score of 18. **note PSAT scores taken prior to the 2016's new scoring must be at least 129

If a student possesses a GPA of 3.0 on a 4.0 scale from an accredited, approved, or commissioned high school and is on track to earn a Core 40 high school diploma, he or she may be eligible to enroll in dual credit without a qualifying test score. In addition, high school students who wish to enroll for specific dual credit courses must meet course prerequisites established by the Oakland City University academic departments.

A student may be conditionally accepted if the high school GPA is slightly under the required GPA or if the PSAT score is near the required score and the student is planning on taking the PSAT again. The student will be reevaluated after the first year or when the new PSAT scores are received. The student and parents will be sent a letter explaining the conditional acceptance. The reevaluation of the GPA will include the review of the high school GPA and the GPA on the student's OCU transcript. If the student has met the requirements for general admission, he/she may continue in the Dual Credit Program. If the requirements are not met, the student will not be allowed to enroll in dual credit courses until his/her GPA or test scores meet general admission requirements. A letter will be sent to the student and parents stating the results of this review.

Application and Registration Information

Returning Dual Credit Students

Students who have already been accepted to the dual credit program who are seeking to register for new courses must:

- Complete the **Dual Credit Student Application/Registration form**, available at <http://www.oak.edu/media/70>

- Submit a completed Dual Credit Student Application/Registration form and payment to a dual credit course instructor at the school.

A student need not submit multiple forms—**one form** should contain all the dual credit registrations. If a student is registering for multiple courses, he or she can submit the form to one of his or her dual credit instructors.

Student registrations will not be processed until all information in the *Dual Credit Student Application/ Registration* form and payment have been received by OCU staff.

First Time Dual Credit Students

Students interested in taking dual credit courses with OCU for the first time must:

- Complete the *Dual Credit Student Application/Registration*, which captures general admission and course registration information. This form is available online at <http://www.oak.edu/media/70>
- Submit a completed *Dual Credit Student Application/Registration* form and payment to a dual credit course instructor at the school.
- Attach high school transcripts and standardized test scores (PSAT, SAT or ACT) to the *Dual Credit Student Application/Registration* form. This information is needed to verify the student meets the dual credit program eligibility criteria. If the high school transcript does not state that the student is on track for Core 40, the DC Liaison must send a note stating this information.

A student need not submit multiple forms—**one form** should contain all the dual credit registrations. If a student is registering for multiple courses, he or she can submit the form to one of his or her dual credit instructors.

New student applications will not be processed until all information in the *Dual Credit Student Application/ Registration* form, high school transcripts, and payment have been received by OCU staff.

Once accepted into the program, an acceptance or denial letter will be sent to the student's home address. The Dual Credit Coordinator will also inform the Dual Credit School Liaison about the decision. If a student does not meet the entry criteria and is denied admittance into the dual credit program, OCU will return the application/registration form, additional documentation, and payment received.

Course Offering and Cost

Tuition for all OCU dual credit courses is set at \$25 per credit hour. Students eligible for Free/Reduced Lunch at the time of enrollment will receive a full waiver of OCU dual credit tuition. In order to ensure this waiver is applied, students must indicate that they qualify for the Free/Reduced Lunch program on their *Dual Credit Student Application/Registration form*, and the Dual Credit School Liaison must provide written confirmation that such students do in fact qualify for the program.

The following courses are being offered for dual credit in partnership with OCU's Dual Credit Program in the 2017-18 school year (specific courses offered at each school vary depending on the school):

Course Number	Course Name	Credit Hours	Cost
BIO 101	Introduction to Life Science	3	\$75
ENG 101	English Composition I	3	\$75
ENG 102	English Composition II	3	\$75
COMM 202	Fundamentals of Public Speaking	3	\$75
ENG 210	Introduction to British Literature	3	\$75
ENG 215	Introduction to American Literature	3	\$75
GOV 201	American Government and Politics	3	\$75
HIS 241	Introduction to American History I	3	\$75
HIS 242	Introduction to American History II	3	\$75
MATH 115	College Algebra	3	\$75
MATH 120	Trigonometry	3	\$75
MATH 216	Analytical Geometry & Calculus I	4	\$100
PHSC 101	Introduction to Physical Science	3	\$75
PSY 101	General Psychology	3	\$75
SPAN 101	Beginning Spanish I	3	\$75
SPAN 102	Beginning Spanish II	3	\$75

The course descriptions for these courses can be found in Appendix L. Course descriptions can also be found in OCU's Undergraduate Catalog available at <http://www.oak.edu/media/81>.

Paying for Dual Credit Courses

Dual credit students must pay tuition fees for their registered courses by the designated deadline in order to receive college credit, unless they qualify for the Free/Reduced Lunch program at their school. In order to be successfully registered for courses, students must submit payment along with

their *Dual Credit Student Application/Registration form*. Course registrations will not be processed until appropriate payment has been received by OCU.

Payment for dual credit courses must be submitted through the students' high school. Parents or students can make checks payable to Oakland City University (or OCU) and submit them to a dual credit instructor along with a completed *Dual Credit Student Application/Registration form*. Please do not submit **cash** to OCU as payment for dual credit courses. Oakland City University does not offer a payment plan for Dual Credit students.

2017-18 Application and Registration Deadlines

For the 2017-18 school year, student *Dual Credit Student Application/Registration forms* and payment, along with transcripts for new students, must be received no later than:

- Fall and Year-long Courses: Friday, September 7, 2017
- Spring Courses: Friday, January 26, 2018

Students must register for year-long courses in the **Fall**. Spring registration for year-long classes will be accepted only under extenuating circumstances.

Dual Credit Student Application/Registration forms received after the established deadlines will not be accepted except in cases where unforeseen or emergency situations (such as OCU or high school closure due to inclement weather, mail delays due to weather, student or high school staff emergency absence, etc.) prevented timely registration.

Recommended Application and Registration Process

Each partner high school must designate a Dual Credit School Liaison as the main contact person for instructors at that school and OCU staff. Each school can establish its own internal application and registration process. However, OCU encourages schools to consider using the following procedure when assisting students with dual credit application and registration:

- **Step 1.** Instructors distribute *Dual Credit Student Application/Registration forms* along with course syllabi at the beginning of the semester. Instructors should set internal collection deadlines that provide them enough time to send all required documents and payment to OCU by the established deadlines.
- **Step 2.** Instructors gather payment and *Dual Credit Student Application/Registration forms*, reviewing forms to ensure all information has been provided (especially students' social security numbers, student and parent signatures, and eligibility for the Free/Reduced Lunch program). *Dual Credit Student Application/Registration forms* with missing information **will not be processed** until all necessary information and payment is received by OCU staff.

Instructors should not send incomplete *Dual Credit Student Application/Registration* forms (missing information or payment) to OCU.

- **Step 3.** Instructors request official transcripts and standardized test scores for **students who are new to the OCU dual credit program** and attach those to the *Dual Credit Student Application/Registration* forms of new students. The instructor and/or Dual Credit School Liaison then verifies that each student meets or exceeds OCU's dual credit program eligibility criteria (a 2.5 GPA on a 4.0 scale, and a minimum PSAT score of 940, or a minimum SAT score of 1290, or a minimum ACT score of 18). ****note**** If the PSAT was taken prior to the 2016's new scoring, the minimum score is 129.
- **Step 4.** Instructors alphabetize the completed *Dual Credit Student Application/Registration* forms, along with payment, and create a cover page with the students' names. Instructors should keep a copy of the cover page for their records. Instructors place this cover page and completed forms, along with payment, in an envelope and give it to the Dual Credit School Liaison. For a sample cover page, see *Appendix H*.
- **Step 5.** The Dual Credit School Liaison gathers enrollment packets from all dual credit instructors at their school, and attaches a signed letter with the names of all applying students who qualify for the Free/Reduced Lunch program. A listing of the CORE 40 students (if it is not noted on the student's high school transcript) needs to be included in the packet as well.
- **Step 6.** The Dual Credit School Liaison mails the completed package to: Oakland City University, Attn: Dual Credit Coordinator, 138 North Lucretia Street, Oakland City, Indiana 47660

Enrollment packets must arrive at OCU on or before the established deadline. If packets are not mailed in time to ensure arrival at OCU by the enrollment deadline, please notify the Dual Credit Coordinator (dualcredit@oak.edu).

Course Management

Roster Verification

A few weeks after the registration deadline, Dual Credit instructors will receive a form titled "*Rosters by Course*" with information about students registered in their dual credit course. For an example of this form, see *Appendix I*.

At this time, instructors should:

- Inform all registered students of their enrollment status.

- Verify that all students who had submitted the requested documents are in fact registered for the course.
- Verify that the course number and instructor name appear correctly on the form.
- Inform the Dual Credit Coordinator of any discrepancies with the roster (missing students, additional students who should not be in the course, incorrect instructor name or course number, etc.).

Instructors should inform their Dual Credit School Liaison and the Dual Credit Coordinator of any additional changes to course rosters as soon as changes happen.

Course Drops

Enrolling in a college course is a financial and academic commitment. Prior to course enrollment, high school staff should advise students about dual credit course registration and the consequences of withdrawing from a course.

However, certain circumstances outside the student's control may require a drop from dual credit course. For example, a student may be dropped from a dual course because:

- the student transferred schools mid-semester or mid-year (in the case of year-long course) and did not complete the course, or
- the student or the student's parent requested him or her to be withdrawn from the course for health reasons or other circumstances outside of the student's control, or
- the student was transferred to another high school section of the same course not taught by an approved OCU dual credit instructor, or
- the student was transferred to a different high school course that is not approved for dual credit with OCU, etc.

Dual credit course drops should be the **exception**, not the norm. OCU will honor drop requests only in cases where circumstances outside the student's control require that the student drop the dual credit course. **Students will not be able to drop dual credit courses just because they have earned poor grades.**

Withdrawing a student from a dual credit course will only affect his/her OCU transcript, not the student's high school transcript. In some cases, a student may be withdrawn from the dual credit part of the course yet remain enrolled in the high school portion of the course.

In order to withdraw a student from a dual credit course, the Dual Credit School Liaison must complete a *Dual Credit Change of Registration* form (*Appendix J*) and send it to the Dual Credit Coordinator. To ensure the request is processed in a timely manner, all information on the form must be completed including appropriate signatures. This needs to be received as soon as the student drops the course. The last date of attendance must be noted so a refund can be made if necessary.

Dual credit course drops are recorded differently on a student's OCU transcript, depending on the date when the drop request was made. The following chart outlines drop deadlines for the **2017-2018 school year**:

	Deadline	Transcript Notation	Refund
Semester-long courses starting Fall 2017	Sept. 26, 2017	Course will not appear on OCU transcript	Full refund
	Oct. 24, 2017	Course will not appear on OCU transcript	No refund
	After Oct. 24, 2017	Course will appear on OCU transcript with a "W" (withdrawn)	No refund
Year-long courses starting Fall 2017	Sept. 26, 2017	Course will not appear on OCU transcript	Full refund
	Oct. 24, 2017	Course will not appear on OCU transcript	No refund
	After Oct. 24, 2017	Course will appear on OCU transcript with a "W" (withdrawn)	No refund
Semester-long courses starting Spring 2018	Feb. 20, 2018	Course will not appear on OCU transcript	Full refund
	Mar. 13, 2018	Course will not appear on OCU transcript	No refund
	After Mar. 13, 2018	Course will appear on transcript with a "W" (withdrawn)	No refund

End of Course Student Evaluations

OCU gathers information from students about all courses whenever and however they are offered. This information is used for program evaluation and assessment. Dual credit instructors must provide students with classroom time and instructions for completing end of course student evaluations for each dual credit course they teach. The Dual Credit Coordinator will send out course evaluations with instructions to instructors. Fall only courses will be completed at the end of the Fall semester. Yearlong and Spring courses will be completed at the end of the school year.

Each DC instructor will be given a packet containing the survey, the instructions, and a pre-paid self-addressed envelope. The instructor is not to be in the room when the survey is completed. Another instructor or a trustworthy student can give and collect the surveys. The completed surveys are to be placed in the pre-paid envelope, sealed and placed in the mail. The Dual Credit Coordinator will enter the responses into Campus Labs. Once completed, the results will be sent to the instructors. The results will be used by the OCU faculty/staff to evaluate the Dual Credit Program and make note of any problem areas or make suggestions for new ideas.

End of Course Instructor Evaluation

OCU gathers information from the instructors about all courses they have taught in the Dual Credit Program. This information is used for the program evaluation and assessment. Dual Credit instructors will be sent a link from the Dual Credit Coordinator at the conclusion of each course to reflect their thoughts on how well the course went, make notes on what was successful or what needs adjusting the next time the course is taught.

Grading

Timely submissions of grades after the end of the course are important. Official transcripts, which are needed for graduating students to transfer credits to other colleges and universities, cannot be generated until all grades have been received. Near the end of each semester the Dual Credit Coordinator will send individual Dual Credit instructors and School Liaisons grade sheets (the same form used for course roster verification) for each course. Final grades may be submitted by either Dual Credit instructors or School Liaisons.

When submitting grades, please follow these guidelines:

- Submit OCU letter grades based on the OCU grading scale provided on the OCU syllabus for the course, not percentages or letter grades based on the high school's grading scale.
- Submit grades the last day of class for the semester, or as soon as grades are available. Year-long course grades should be submitted at the end of the spring semester.

- Make sure grade verification sheets are signed and dated by the Dual Credit instructor, Dual Credit School Liaison, or a school administrator.
- Provide information about a contact person who will be available to answer any grade questions or inquiries for the following weeks, in case the Dual Credit School Liaison and/or instructor are on vacation.

Student Academic Misconduct

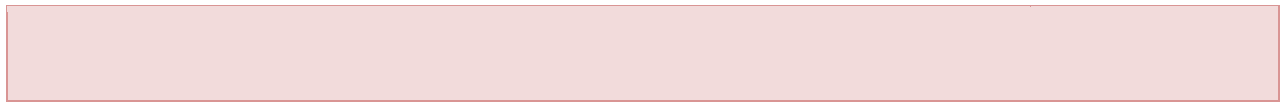
Academic misconduct refers to any attempt to create an unfair advantage for oneself or for other members of an academic community. The most common examples of student academic misconduct are plagiarism and cheating. According to the OCU *Student Handbook*, “students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person’s work as if it were the work of the presenter. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.” (p. 19-20).

If a dual credit student is found to have cheated or plagiarized material, the instructor must inform the Dual Credit School Liaison and the Dual Credit Coordinator of the situation. OCU will defer to the high school administrations and instructor to determine appropriate consequences for the student.

School Year 2017-2018 Course Management Calendar

The following chart summarizes key dual credit course management deadlines for the **2017-2018 school year**:

Fall 2017	
Application and Registration Deadline (fall and year-long courses)	Sept. 8, 2017
Last day to drop a fall semester course for a full refund (course will not appear on the OCU transcript)	Sept. 26, 2017
Last day to drop a fall semester course so it will not appear on the OCU transcript (no refund)	Oct. 24, 2017
Last day to drop a year-long course for a full refund (course will not appear on the OCU transcript)	Sept. 26, 2017
Last day to drop a year-long semester course so it will not appear on the OCU transcript (no refund)	Oct. 24, 2017



Spring 2018	
Application and Registration Deadline (spring courses)	Jan. 26, 2018
Last day to drop a spring semester course for a full refund (course will not appear on the OCU transcript)	Feb. 20, 2018
Last day to drop a spring semester course so it will not appear on the OCU transcript (no refund)	Mar. 13, 2018

Program Evaluation

OCU’s dual credit program must adhere to national and state dual credit accreditation standards, as well as university accreditation standards. OCU is required to complete certain steps to evaluate program effectiveness. For example, OCU requires dual credit students to complete end-of-course evaluations at the end of each course. This information is not used to evaluate instructor effectiveness but to compare student performance across dual credit and on-campus equivalent courses.

OCU dual credit staff may also request additional information from school administrators, instructors, students, former students, and parents as part of program quality assessment requirements for accreditation. Dual credit staff at OCU may request the following from key stakeholders:

- Feedback about dual credit program policies and procedures
- Information about course quality and transferability from former students. An Alumni Survey will be sent to Dual Credit students one year after they graduate from high school and again after 3 years. The surveys will be sent either electronically or by mail. Those who do not respond by the given deadline, will be sent the survey a second time.
- Information about student performance on major course assessments (e.g., sample student work from course assessments/assignments, as well as related rubrics)

Participation in program assessments is required.

After Students Complete Dual Credit Courses

Transferring OCU Credits

High school students can transfer credits earned through OCU to other colleges and universities. Each receiving university or college has its own transfer procedures and transferability criteria for individual courses, but most schools require that official transcripts are sent to the receiving institution.

Course Transferability

The best way to ensure that dual credit courses can successfully transfer to a particular institution is to **check with the receiving institution's Registrar** about course equivalencies and requirements for specific degrees.

Requesting OCU Transcripts

There are several ways to request official OCU transcripts:

- **By Mail:** Complete a *Transcript Request Form* and send payment to OCU's Registrar. For more information about requesting transcripts by mail, including a downloadable *Transcript Request Form*, payment and address information, visit <http://intranet.oak.edu/academics/request-transcript.php>. Electronic transcripts cannot be ordered by mail.
- **Online:** Transcript orders can be placed anytime by visiting <http://intranet.oak.edu/transcripts>. When ordering online, payment must be made with a valid credit or debit card. Orders for electronic transcripts must include the email address for the person/department who is to receive the transcript.

In order to make sure that requested transcripts contain grades for all dual credit courses, parents and students should specify that they would like the transcript request be placed on hold until all grades have been received by OCU. For additional questions or concerns, please contact OCU's Registrar (registrar@oak.edu) or Dual Credit Coordinator (dualcredit@oak.edu).

Applying for Admission to OCU

Graduating high students who have earned credits through OCU can easily apply as degree-seeking students and apply credits towards degrees at OCU. Dual credit students are already "preapproved," but must still submit an official application and other required documentation in order to finalize the process and qualify for scholarships and financial aid.

Dual credit students who enroll as a degree-seeking students do not need to request an OCU transcript, but they should mention having earned OCU credit to his or her advisor to ensure appropriate course enrollment and scheduling.

For more information about how to apply for admission to OCU as a degree-seeking student, visit <http://www.oak.edu/admissions-and-aid/undergraduate-admissions>.

Contact Information

All correspondence regarding the dual credit program should be addressed to:

Dual Credit Program
Oakland City University
138 N. Lucretia St.
Oakland City, IN 47660

For more information, or questions about the dual credit program, contact dualcredit@oak.edu.

Appendices

Appendix A: Dual Credit Articulation Agreement

Oakland City University Dual Credit Program Articulation Agreement For Dual Credit Courses between Oakland City University and _____ High School For the School Year _____

This Agreement is entered into by and between Oakland City University (OCU) and _____ High School. This agreement outlines terms and conditions of the dual credit program offered by these two institutions in accordance with Indiana House Bill 1246.

OCU and _____ High School agree to the following:

Statement of Intent

The purpose of this articulation agreement is to provide a basis for a cooperative relationship between the two institutions and to benefit committed high school students who wish to earn dual credit for taking courses at _____ High School that are offered in conjunction with OCU. This document will serve as evidence of a formal agreement between the two parties to offer select OCU courses for dual credit. This document also articulates specific guidelines and requirements agreed to by both institutions.

Articulation Principles

1. _____ High School and OCU agree to establish and collaborate in providing select dual credit courses with the goal of providing college-level educational opportunities to the students of _____ High School.
2. _____ High School agrees to implement each OCU dual credit course according to the same standards of academic integrity as other classes at OCU, including the adaptation of the OCU course syllabus. Each OCU course offered must be equivalent to the course taught on campus in content, prerequisites, and other possible course requirements. The appropriate faculty from both institutions will work together to establish that the high school course is equivalent to the corresponding course taught at OCU.
3. _____ High School agrees to assign a qualified teacher who has been approved by the corresponding OCU Subject Matter Expert(s) (SME) to teach the course(s) prior to starting to teach the course for dual credit.
4. _____ High School teachers approved to teach dual credit courses agree to work in collaboration with the appropriate OCU Subject Matter Expert(s) and are required to attend professional development. New instructors are required to attend new instructor orientation prior to their first year teaching dual credit courses.

5. _____ High School will allow OCU Subject Matter Experts to observe activity within dual credit courses covered by this agreement and will provide the SMEs with samples of student work including papers, lab reports, midterm exams, etc.
6. _____ High School agrees to discuss with OCU all future curriculum and/or instructor changes affecting this agreement before the changes are implemented.
7. _____ High School and approved dual credit instructor(s) agree to participate in OCU dual credit end of course student evaluations, program reviews, and assessments.
8. _____ High School and approved dual credit instructor(s) agree to send final grading information for students enrolled in dual credit courses within the established deadlines.
9. _____ High School agrees to designate a specific Dual Credit School Liaison who will be the main contact person for OCU faculty and staff for dual credit related issues.
10. OCU agrees to provide appropriate course credit and an OCU transcript certifying that the credit is applicable towards degree requirements at OCU and other institutions to _____ High School students who complete approved dual credit courses.
Whether or not the use of that credit is allowed by an institution other than OCU is under the sole discretion of that institution.

Dual Credit Instructor Credentials

1. _____ High School approved dual credit instructors must meet the minimum qualifications of an adjunct instructor for OCU. Final approval of instructors, however, is recommended by OCU Subject Matter Experts and approved by the Dual Credit Coordinator.
2. _____ High School teachers will be approved as dual credit instructors if they possess a master's degree in the discipline or subfield where they plan to teach or a master's degree or higher in a discipline or subfield other than that in which they are teaching (e.g., a master's in education) and a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
3. If a new Dual Credit instructor is hired by _____ High School who does not have the requirements, an Educational Plan will be developed and agreed upon by the high school and OCU. An Extension letter will be written stating a deadline to have all requirements met. HLC has given approval to Sept 1, 2022, but the agreements will be individualized depending on what the instructor needs.

Student Academic Standards

1. To receive credit for OCU dual credit courses, high school students must complete an application, be accepted as a non-degree high school student, pay tuition to the OCU Business Office, and register for the course by the designated due date. Students must also successfully complete course assignments and assessments.

2. High school students who have completed a minimum of four (4) semesters of high school and are recommended by their guidance counselor and/or principal are eligible to enroll in dual credit courses if they meet the following criteria:
 - Possess a minimum GPA of 2.5 on a 4.0 scale from an accredited, approved, or commissioned high school, and possess a minimum PSAT score of 940, a minimum SAT score of 1290, or minimum ACT score of 18. ****note**** PSAT scores given prior to the new 2016 scoring will need a minimum of 129

 - OR

 - Possess a minimum GPA of 3.0 on a 4.0 scale from an accredited, approved, or commissioned high school and be on track to earn a Core 40 high school diploma

3. High school students who wish to enroll for specific dual credit courses must meet established course prerequisites established by the appropriate OCU academic department.

Tuition and Fees

1. High school students who enroll in dual credit courses will be charged \$25 per credit hour. Students will not be registered until the full payment is received. Students will not receive OCU transcripts until all charges are paid.

2. High school students enrolled in dual credit courses who qualify for the Free or Reduced Lunch program at their high school will receive 100% tuition assistance. _____ High School agrees to provide documentation (a statement signed by a school administrator or Dual Credit School Liaison) upon registration confirming students who qualify for the Free or Reduced Lunch program.

Books and Materials

_____ High School and/or dual credit students themselves agree to assume responsibility for all textbooks, lab materials, course materials, electronic textbooks, devices, etc. Communication with the SME as to the approval of a textbook is recommended.

Dual Credit Course Approval and Implementation

For each dual credit course to be offered at _____ High School through this agreement, the *Dual Credit Course Registration and Approval Form (Attachment A)* must be completed and approved before the course is offered for dual credit. Fall and Yearlong courses must be requested including the syllabus by Mar. 31. Spring courses' deadline is Oct. 31.

Effective Date, Amendment, and Termination

1. Each institution will inform the other through its academic representatives of any institutional plans or changes that have impact upon the points of this articulation prior to implementing those plans or changes.
2. Written notice of intent to terminate or withdraw from this Articulation Agreement will be submitted by the academic head of either institution not less than one calendar year prior to the proposed date of termination/withdrawal.
3. Terms of this Articulation Agreement for OCU's Dual Credit Program will be effective beginning on this ____ day of _____, 20__.

Dual Credit Coordinator
Oakland City University

Dual Credit School Liaison
_____ High School

Provost
Oakland City University

Principal
_____ High School

Superintendent
_____ School Corporation

Appendix B: Course Registration and Approval Form

Oakland City University Dual Credit Articulation Agreement Attachment A: OCU Dual Credit Course Registration and Approval Form (include syllabus)

FOR FALL COURSES, DEADLINE IS MARCH 31.

FOR SPRING COURSES, DEADLINE IS OCT 31

High School: _____ Academic Year the course will be offered: _____

Semester/s when course will be offered: Fall Spring

University Course Number and Title: _____

High School Course Number and Title: _____

Course Length: semester (# of weeks: _____) OCU credit hours: _____
 year-long (# of weeks: _____)

Day/s class is held: _____ Time class is held: _____

Length of class periods: _____ No. of class meetings per week: _____

Student textbook name: _____ Author: _____

Publisher: _____ ISBN #: _____

Brief Course Description (must be included):

Instructor Name: _____ (PLEASE PRINT)

Email: _____ Phone Number: _____

Signatures of High School Instructor, Principal, and School Liaison indicate all information is correct:

High School Instructor: _____

High School Principal: _____

High School Liaison: _____

Signatures of OCU Subject Matter Expert and Dual Credit Coordinator indicate course has been approved:

OCU Subject Matter Expert: _____

OCU Dual Credit Coordinator: _____

Please return completed form to: Oakland City University, **Attn: Dual Credit Coordinator**
138 North Lucretia Street
Oakland City, Indiana 47660
dualcredit@oak.edu

Appendix C: Dual Credit Instructor Application Form



Dual Credit Instructor Application

Application Checklist

High school teachers applying to become approved instructors for Oakland City University's Dual Credit program must submit the following required documents for consideration:

___ **Dual Credit Instructor Application** (*current form*)

___ **Professional Resume**

(include contact information, educational background, teaching experience and other experience related to content area and expertise in subject, advanced courses taught, professional activities and associations, contact information, awards/honors/leadership roles)

___ **Official graduate and undergraduate transcript(s)**

(transfer hours indicated on one transcript must be submitted on a transcript from the originating university/college) Electronic transcripts should be sent to dualcredit@oak.edu

All information submitted is reviewed by Oakland City Subject Matter Expert(s) and approved according to established criteria. Please submit **a digital copy and a paper copy** of these documents via U.S. mail or email to:

Oakland City University
Attn: Dual Credit Coordinator
138 North Lucretia Street
Oakland City, IN 47660
dualcredit@oak.edu

GENERAL INFORMATION			
Last Name First Name Middle Name			Home Phone
Street Address			Cell Phone
City	State	Zip	Business Phone
E-Mail Address			Best Time to Contact

Oakland City Courses You Wish to Teach for Dual Credit:

Please Check Yes or No to the Following:

Have you ever been previously employed by Oakland City University? Yes No
 If yes, provide dates: _____

Are you capable of performing the essential functions of the position for which you are applying with or without a reasonable accommodation? Yes No

Have you ever been discharged or asked to resign from a job? Yes No
 If yes, please explain: _____

EDUCATION & TRAINING				
School Name City/State Graduated? Degree				
College/ University			<input type="checkbox"/> Yes <input type="checkbox"/> No	
College/ University			<input type="checkbox"/> Yes <input type="checkbox"/> No	
College/ University			<input type="checkbox"/> Yes <input type="checkbox"/> No	

High school teachers who wish to become dual credit instructors with OCU are approved based on their credentials. In order to be approved, the teacher must meet the following criteria: A master's degree in the discipline or subfield where they plan to teach (e.g., a master's degree in mathematics to teach dual credit courses in mathematics, or a master's degree in English to teach dual credit courses in English). If an instructor holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching (e.g., a master's in education), that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

List any other education, training, certifications, and/or licenses pertinent to this position:

ADDITIONAL INFORMATION: (Beginning with Most RECENT)		
Professional Licenses:		
Type of License	State Granting License	License Number
Type of License	State Granting License	License Number
References:		
1. Current High School Principal		
Name	Address	Phone Number
How do you know this person?	How long have you known this person?	
2.		
Name	Address	Phone Number
How do you know this person?	How long have you known this person?	

In the employment of personnel, Oakland City University does not discriminate on the basis of race, creed, color, national origin, age, disability, genetic information, gender, veteran or other status or condition protected by applicable state or federal laws. This policy applies to all conditions of employment, including but not limited to hiring, placement, promotion, transfer, demotion, selection, recruitment, employment, advertising, lay off and termination, compensation, and all other terms and conditions of employment.

PLEASE READ CAREFULLY BEFORE SIGNING THIS APPLICATION

I have submitted the attached form to Oakland City University (OCU) for the purpose of obtaining approval to teach dual credit courses in partnership with OCU. I acknowledge that the use of this form, and my filling it out, does not indicate that any positions are open, nor does it obligate the University to further process my application.

My signature below attests to the fact that the information that I have provided on my application, resume, given verbally, or provided in any other materials, is true and complete to the best of my knowledge and also constitutes authority to verify any and all information submitted on this application.

I understand that any misrepresentation or omission of any fact in my application, resume or any other materials, can be justification for denial of application.

I also affirm that I have not signed any kind of restrictive document creating any obligation to any former employer that would restrict my acceptance of teaching OCU dual credit courses.

I understand that this application is not an employment contract for any specific length of time between the University and me, and that in the event I am approved and later choose seek employment with the University, I will need to complete and submit additional employment application documents as required by the OCU Human Resources department.

Approved OCU dual credit instructors must be currently employed by an Indiana secondary education institution that has established a Dual Credit Articulation Agreement with OCU. If employment with the Indiana secondary education institution is rescinded and employment is obtained at another Indiana secondary institution, a new application for approval to teach OCU dual credit courses under the new institution's Dual Credit Articulation Agreement is required.

References: I hereby authorize the university and its agents to make such investigations and inquiries into my current employment and professional experience and other related matters as may be necessary in arriving at an approval decision. I hereby release employers, schools, and other persons from all liability in responding to inquiries connected with my application and I specifically authorize the release of information by any schools, businesses, individuals, services or other entities listed by me in this form. Furthermore, I authorize the university and its agents to release any reference information to clients who request such information for purposes of evaluating my credentials and qualifications.

Please read and check each box, then sign below indicating:

- I agree to adhere to Oakland City University's dual credit instructor guidelines and expectations.
- I understand that I will receive approval notification and all program information/updates regarding program requirements, forms, submission deadlines, etc. via email, and I am responsible for checking the email address provided in my application on an ongoing basis.
- Upon approval, I will be considered an adjunct faculty member of Oakland City University and must submit required paperwork PRIOR to teaching a course through OCU's Dual Credit Program.
- I will ensure ALL official transcripts are sent directly to Oakland City University's Dual Credit Coordinator, otherwise my application will be considered incomplete.
- I agree to participate in the required orientation (new instructors) and required professional development session(s) held annually (all instructors).

Signature

Date

Appendix D1: OCU Dual Credit Syllabus Components

In order for courses to be approved to be offered for dual credit, course documents, texts, and syllabi must be approved by Oakland City University (OCU) Subject Matter Experts (SME) and Provost before the course begins. Dual credit courses offered in high schools must mirror on campus courses in content, rigor, assessment and grading. SME will review relevant course materials and have final say over which courses are approved for dual credit and which are not. They may also request additional information or changes before approving courses.

High school dual credit instructors can request sample syllabi for equivalent on campus courses to use as guidelines for what type of syllabi would be approved by emailing dualcredit@oak.edu. Below is a list of common OCU dual credit syllabi components:

- High School Name and school emblem (if possible)
- School year or term when course is offered
- Course Number and Title (include both high school name and corresponding OCU course number and title)
- Instructor's name
- Instructor's contact information (email, phone number – whichever is appropriate for students)
- Textbook or assigned texts
- Course description
- Learner outcomes
- Evaluation/assessment procedures
- Grading scale/policy and explanation, including the OCU scale and the high school scale
- Description of major course assignments and assessments, along with related evaluative criteria/rubrics and due dates
- Include link to the Dual Credit Student Handbook
- Include link to the Learning Center

- Resource materials
- Tentative course schedule
- Course bibliography (when relevant)
- Laboratory requirements and activities (when relevant)

Appendix D2: Sample OCU Dual Credit Syllabus

U.S. History I: Beginnings Through 1877** Logos High School - Fall 2014

**Available for dual credit through Oakland City University as *HIS 241: Introduction to American History I* (3 college credit hours)

Instructor: Elisabet Sena, esena@oak.edu

Time: Monday – Friday, 9:00 – 9:50 am

Location: Room 123

Dual Credit Student Handbook

<http://www.oak.edu/academics/documents/DualCreditStudentHandbook.pdf>

Oakland City University Library Access Form

<https://myocu.wufoo.com/forms/library-registration-dual-credit/>

Course Content

Course Description: This course is a survey of American history which includes colonization; the independence movement; the framing and adoption of the Constitution; the growth of American nationality; westward expansion and the slave controversy; up to the Civil War and Reconstruction.

Course Prerequisites: None.

Learner Outcomes:

Upon completion of this course, the students will be able to:

1. Discuss the pre-Columbian civilizations and the process of colonization.
2. Describe the development of colonial society in America.
3. Summarize the events that led to the American Revolution and analyze their impact on the war of independence.
4. Explain how the institutions of the new nation took shape as well as challenges faced.
5. Relate the territorial expansion of the nation.
6. Evaluate the events that led to the Civil War, the war itself, and the process of Reconstruction.

Course Materials

Text: Norton et al. (2015). *A People and a Nation: A History of the United States –Volume I to 1877*. 10th Ed. Cengage Learning. ISBN: 9781285425887.

Other Required Materials: Notebook, 1 inch 3-ring binder, additional readings as assigned by the instructor (see bibliography).

Course Policies

Academic Honesty: Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person’s work as if it were the work of the presenter. By definition of the instructor, any four (4) or more words used exactly from a reference by way of either direct quote (held in quotation marks) or paraphrasing of another’s knowledge without proper citation in the sentence where said information is held constitutes plagiarism and will result in a zero (0) for the assignment. Furthermore, failure to cite a reference in the References Cited page, whether an in-body citation in the body of the response is given or not, also constitutes plagiarism, and will also result in a zero (0) grade for the document. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from dual credit part of the course, receive a failing grade for the assignment or the course.

Extra Credit: No extra credit activities are provided for this course.

Late Work: Assignments are due by the date indicated unless an extension has been arranged with the instructor prior to the assignment due date. If you do not submit the assignment by the due date, it will be counted as late and 20% of your final grade will be automatically deducted.

Respect and Behavior: Students are expected to be respectful to their peers, their instructor, and any visitor to the classroom as described in the Logos High School Student Handbook and posted classroom rules. Students and the instructor are to show appropriate respect for each other even when divergent viewpoints are expressed in the classroom. Such respect does not require agreement or acceptance of divergent viewpoints. Disrespectful/disruptive will not be tolerated.

Course Assignments and Assessments

The final course grade will be determined by a composite score of exams and quizzes, individual and/or group activities and/or projects, and class participation.

Main Course Assignments and Assessments	Percentage of Final Grade
Participation	20%
Exams & Quizzes	30%
Homework Assignments	20%
Group Research Presentation	15%
Documentary Reflective Review	15%

Participation: Students are expected to contribute productively to class discussions. Student participation may occur during small group activities, large group discussions, or answering

questions posed by students and/or the instructor. Students whose contributions that are respectful to others, relate to the topic or content at hand, and present thoughtful ideas will be awarded participation points. The instructor may rely on group members to determine participation points during group activities.

Exams & Quizzes: Students will complete one short quiz for each unit, several exams covering multiple units, and one final comprehensive exam at the end of the course. Students can make up missed quizzes and or exams when a legitimate excuse has been provided (as determined by the instructor).

Homework Assignments: From time to time the instructor will assign homework. Such assignments may be related to preparation for upcoming classes, or provide opportunities for students to demonstrate understanding. In order to receive credit for homework assignments, students work must be presented in a clear, understandable manner, with the student's name and assignment title. Late homework assignments will not receive credit unless the student has a legitimate excuse (as determined by the instructor) and a new due date has been established in collaboration with the instructor.

Group Research Presentation: Students will work in small groups to research a topic pertaining to American history through 1877. Students will write individual research papers but present together as a group. Detailed instructions for this assignment, including assignment rubrics for the paper and oral presentation, are provided in the last section of this syllabus.

Documentary Reflective Review: Individual students will watch a documentary from the list provided by the instructor and write a brief review about the material. Detailed instructions for this assignment, including the assignment rubric, are provided in the last section of this syllabus.

Grading Scale

All assignments and assessments will be graded according to the Logos High School grading scale. Final grades for the high school transcript will be calculated using this scale. In addition, students who enroll in the course for dual credit will also receive a *dual credit final grade* according to the OCU grading scale. This grade will appear in their OCU college transcript.

Oakland City University Undergraduate Grading System			
% Scale	Grade	GPA (4.0 scale)	Definition
100% - 93%	A	4.0	Superior
92% - 90%	A-	3.7	Excellent
89% - 87%	B+	3.3	Outstanding
86% - 83%	B	3.0	Very Good
82% - 80%	B-	2.7	Good
79% - 77%	C+	2.3	High Average
76% - 73%	C	2.0	Average
72% - 70%	C-	1.7	Low Average
69% - 67%	D+	1.3	Below Average
66% - 63%	D	1.0	Poor
62% - 60%	D-	0.7	Near Failure
59% - 0%	F	0.0	Failure

Logos High School Grading Scale		
Grade	Percentage	GPA (4.0 scale)
A+	97-100%	4.0
A	93-96%	4.0
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-69%	1.3
D	65-66%	1.0
F	Below 65%	0.0

Tentative Course Outline

Unit	Topics Covered	Learning Activities
1	The world in 1492 Columbian Exchange European colonization and conquest	Readings: <input type="checkbox"/> <i>A People</i> Chapters 1-2 Homework: <input type="checkbox"/> Colonization Map <input type="checkbox"/> Reading reflections Unit 1 Quiz
2	North American settlements Atlantic Trading System Slavery in the New World Growth and changes in British America	Readings: <input type="checkbox"/> <i>A People</i> Chapters 3-4 <input type="checkbox"/> "Plymouth Compact" by William Bradford <input type="checkbox"/> "We shall be as a city upon a hill" by John Winthrop Homework: <input type="checkbox"/> Colonization map <input type="checkbox"/> Reading reflections on Bradford and Winthrop Unit 2 Quiz Units 1-2 Exam

3	<p>French and Indian War The Road to Revolution The Revolutionary War Effects and impact of the War</p>	<p>Readings:</p> <ul style="list-style-type: none"> • <i>A People</i> Chapters 5-6 • Declaration of Independence • Excerpts from “Common Sense” by Thomas Paine <p>Homework:</p> <ul style="list-style-type: none"> • Evaluating the impact of the Declaration of Independence <p>Unit 3 quiz</p>
4	<p>The Articles of Confederation Constitutional Conventions Ratifying the Constitution The Early Republic Formation of national government and political parties War of 1812 Monroe Doctrine</p>	<p>Readings:</p> <ul style="list-style-type: none"> • <i>A People</i> Chapters 7-8 • Excerpts from key Federalist papers • Excerpts from the U.S. Constitution □ <p>Washington’s <i>Farewell Address</i> Homework:</p> <ul style="list-style-type: none"> • “If I were a Founding Father...” • Analyzing Antebellum America political cartoons <p>Unit 4 Quiz Units 3-4 Exam</p>
5	<p>Sectionalism: The South, North and West Westward expansion and Indian Removal Manifest Destiny Mexican American War Jacksonian Politics Women’s rights Reform movements</p>	<p>Readings:</p> <ul style="list-style-type: none"> • <i>A People</i> Chapters 9-12a • Excerpts from “The Cherokee Nation’s Appeal to the American People” Homework: • Growing America map • Viewpoints debate: Indian Removal Act or Mexican American War • Analyzing Manifest Destiny political cartoons <p>Mid-Unit 5 Quiz Unit 5 Exam Documentary Review papers due</p>
6	<p>Slavery and Sectionalism The road to secession The Civil War Emancipation Proclamation Effects and Impact of the Civil War</p>	<p>Readings:</p> <ul style="list-style-type: none"> • <i>A People</i> Chapters 12b-13 • “The Gettysburg Address” by Abraham Lincoln • Lincoln’s Second Inaugural Address □ <p>The Emancipation Proclamation Homework:</p> <ul style="list-style-type: none"> • Evaluating the impact of the Emancipation Proclamation • Slavery compromise simulation <p>Unit 6 Quiz</p>

7	Reconstruction	Readings: <input type="checkbox"/> <i>A People</i> Chapters 14 <input type="checkbox"/> <i>Plessy v. Fergusson</i> Class presentations and research papers due Units 6-7 Exam Final Exam
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Assignment Instructions and Rubrics

Documentary Reflective Review Assignment Instructions

Review Elements:

Introduction stating what the documentary covers and the focus of your paper/what you will write about (approx. 1/2 a page).

Description of the events presented in the document, including reasons behind the events and what forces shaped the course of the events and the lives of the people affected by these events (approx. 3/4 of a page).

- Impact (local, regional, global) of these events as presented in the documentary (approx. 3/4 of a page).
- Conclusion summarizing the material and a personal reflection of the material presented (content, lessons learned – not on whether the documentary was likeable or not) (approx. 1/2 a page).

Format:

- Individual assignment
- Typed, double-spaced in Times New Roman 12-point font
- 1 inch margins on top, right and bottom; Word default margin on the left (1 ¼")
- Title page with the title of the documentary, student’s name, class title, and due date
- Subheadings for each of the five content parts (described above)
- Minimum 2 ½ pages of text, maximum 4 pages of text; images may be included but will not count towards the required 2 ½ pages of text
- Correct spelling and grammar – avoid informal expressions
- References to other documents is not necessary; but if present, must be cited appropriately according to MLA format

No assignments will be accepted after the due date except under special circumstances (instructor’s discretion).

Due Date: November 21st, 2014

Documentary Reflective Review Rubric

Student's Name: _____

Date: _____

	4 points Exemplary	3 points Acceptable	2 points Marginal	0- 1 point Missing or Unacceptable	Points
Introduction (multiplier: 1)	Successfully states the paper's focus as stated in the instructions.	The paper's focus is stated less effectively but is still appropriate.	Vague and generates little interest The paper's focus is barely or very vaguely stated	Too vague OR There is no clear introduction of the paper's topic	___/ 4
Paper Elements (multiplier: 2)	Review successfully integrates required elements and effectively keeps the interest of the reader	Review successfully integrates required elements details are presented in an uninteresting way.	Review does not integrate required elements. Some details are not in a logical or expected order and/or some points are missing, lessening the review's effectiveness.	Many details are not in a logical order and/or points are missing. Writing is disorganized.	___/ 8
Conclusion (multiplier: 1)	Strong and insightful; integrates required components.	Appropriate; integrates some of the required components.	Incomplete or somewhat vague, or both.	No clear conclusion, or conclusion does not provide required components.	___/ 4
Content (multiplier: 4)	Insightful writing, clearly supported by appropriate and well organized material from the documentary. All points are successfully covered and supported.	Writing is appropriate, supported with evidence from the documentary Not all points are successfully covered or supported.	Writing is of limited insight but communicates some understanding of the material presented in the documentary. Some points are not successfully covered or supported.	Writing lacks clear insight and reflects a very limited grasp of the material at best. Many points are either missing or incorrectly supported.	___/ 16
Grammar and Spelling (multiplier: 1)	0 to 2 errors in grammar or spelling.	3 to 4 errors in grammar or spelling.	5 to 10 errors in grammar or spelling.	More than 10 errors in grammar or spelling.	___/ 4
Formatting (multiplier: 1)	All format specifications provided in the instructions are correctly followed.	Most of the format specifications provided in the instructions are correctly followed.	Few of the format specifications provided in the instructions are correctly followed.	None or too few of the format specifications provided in the instructions are correctly followed.	___/ 4

Total: ___/40 points

Paper Grade (% & Letter Grade): _____

Comments:

Group Research Paper and Presentation Instructions

General Guidelines:

Each group will choose a topic pertaining to American history from pre-colonial times through 1877. The group will present to the class together, but each student will write an individual research paper. All topics will be approved by the instructor.

Things to keep in mind when choosing a topic:

- Your group can choose to deal with political issues, social questions, popular culture, economic matters, specific people, etc.
- A topic covered in class in depth cannot be chosen; however, topics covered only briefly in class are acceptable.
- Whatever topic is chosen, the presentation and paper must show its impact in American history (choose a couple of aspects: politically, economically, socially, etc.). It is not enough to simply present information.

A. Individual Research Paper Requirements

Content:

1. Introduction stating the topic and focus of the paper (what it will be about).
2. Historical Research Review describing the main events and people related to the topic, as well as the reasons behind the events related to the chosen topic, forces that shaped these events, and how they impacted the lives of related people.
3. Conclusion summarizing the material and a personal reflection on the material and the impact of events. The conclusion must be focused on content, lessons learned, and/or how this provides insight into the history of the United States – vague, generic statements should be avoided.
4. Citation Page with sources cited in MLA format

Format:

- Individual assignment
- Typed, double-spaced in Times New Roman 12-point font
- 1 inch margins on top, right and bottom; Word default margin on the left (1 ¼")
- Title page with the title of the documentary, student's name, class title, and due date
- Subheadings for each of the five content parts (described above)
- Minimum 2 ½ pages of text, maximum 4 pages of text; images may be included but will not count towards the required 2 ½ pages of text
- Correct spelling and grammar – avoid informal expressions
- MLA format for references and citation page

B. Group Oral Presentation Requirements

General Requirements:

- Presentation Length: minimum 10 minutes/ maximum 20 min + 5 minutes Q&A from class
- PowerPoint: 10 slides minimum
 - *Rule of thumb:* use mostly pictures; information should be presented by group members, not text in the slide
 - Short videos (3 min. or less) can be used – but they will not count towards the presentation length requirements
- References: at least **six** different sources; **two** sources must be either books, newspaper articles, or magazines. Internet sources **must be used** with caution as many unofficial websites contain many and serious factual errors. Make sure you only use reliable sites such as those created by governments, museums, encyclopedias, newspapers archives, etc.
- On the day of the presentation, the group must provide:
 - A copy of the PowerPoint slides to the instructor (6 slides per page recommended)
 - A topic handout with basic information, the presentation outline, and all cited works for classmates. *Note:* Handouts should be original creations, not copies of websites or copies of outline. Images are highly recommended.

C. Project Grade

Students will receive several scores that will be used to calculate a final grade for the project:

- Individual research paper grade (from instructor)
- Individual group presentation grade (from instructor)
- Peer evaluation grade from group members (composite grade from evaluations from the rest of the group members)

Research Paper Rubric

Student's Name: _____

Date: _____

	4 points Exemplary	3 points Acceptable	2 points Marginal	0-1 point Missing or Unacceptable	Points
Introduction (Multiplier: 1)	Grabs the reader's attention, clearly states the focus/thesis of the paper.	Generally interesting. The paper's focus/thesis are stated appropriately though somewhat vaguely.	Vague and generates little interest. The paper's thesis is stated but unfocused.	Too vague. No clear introduction of the paper's thesis/focus.	___/4
Organization (Multiplier: 1)	Details are in logical order and the paper's progress effectively keeps the interest of the reader.	Details are placed in a logical order but the way in which they are presented makes the writing less interesting at times.	Some details are not in a logical or expected order and this is distracting to the reader. Lessening the paper's effectiveness.	Many details are not in a logical or expected order. Little sense that the writing is organized.	___/4
Conclusion (Multiplier: 1)	Strong: leaves the reader with a feeling of clear indication that the writer has fulfilled his/her intentions as stated in the introduction. No loose ends.	Acceptable; provides an appropriate understanding that the writer has fulfilled his/her intentions as stated in the introduction. Some loose ends.	Recognizable, but does not do a good job at providing an understanding of the fulfillment of the writer's intentions as stated in the introduction. Several loose ends.	No clear and/or incoherent conclusions; the paper just ends.	___/4
Analysis (Multiplier: 5)	Insightful, clearly supported with appropriate and well organized evidence. Shows clear understanding of the topic and source material.	Adequate, supported with appropriate evidence. Shows an understanding of the topic and source material.	Limited insight. Evidence communicates only some understanding of the topic and source material	Lacks clear insight. Evidence is either absent or does not communicate an understanding of the topic or source material.	___/20
Argument (Multiplier: 5)	Very convincing argument, solidly addressing the thesis. Well developed, organized, and expressed. The main idea stands Out.	Convincing argument, addressing the thesis. Adequately developed, organized, and expressed, The main idea is clear.	Moderately convincing argument addressing the thesis. Incompletely developed. Main idea is somewhat lacking in clarity.	Limited or superficial argument addressing the thesis. The main idea is not clear. There is a seemingly random collection of information.	___/20
Grammar and Spelling (Multiplier: 1)	0 to 2 errors in grammar or spelling	3 to 4 errors in grammar or spelling.	5 to 10 errors in grammar or spelling.	More than 10 errors in grammar or spelling.	___/4
Formatting (Multiplier: 1)	All required format specifications are followed.	Some of the required format specifications are followed.	Many of the required format specifications are followed	Most of the required format specifications are not present.	___/4

Formatting elements:

- The paper has an appropriate title page ___ Y ___ N
- The paper complies with the required layout (font, margins) ___ Y ___ N
- The paper uses the required number of appropriate sources ___ Y ___ N
- The paper meets the required length ___ Y ___ N
- The paper contains all required components (intro, review, conclusion, citation) ___ Y ___ N
- The paper follows MLA writing style ___ Y ___ N

Total: ____/60 points

Paper Grade (% & Letter Grade): _____

Comments:

Oral Presentation Rubric (Individual Student)

Student's Name: _____

Date: _____

	4 points Exemplary	3 points Acceptable	2 points Marginal	0-1point Missing or Unacceptable	Points
Preparedness (Multiplier: 1)	Very well-rehearsed, natural delivery. Notes used appropriately.	Acceptable delivery; needed additional rehearsal. Notes overused frequently.	Seems rehearsal was lacking. Notes constantly overused (reading notes or slides).	Group does not seem prepared to present; no evidence of rehearsal. Most or almost or all of the presentation was read off notes or slides.	___/4
Knowledge (Multiplier: 3)	Excellent understanding of the topic and shows evidence of considerable background research. Answers all questions fully; can explain and elaborate.	Good understanding of the topic. Answers almost all questions with ease but does not always elaborate or explain fully.	Adequate understanding of the topic. Answers some of the questions, but does not seem able to elaborate or explain in most cases.	Inadequate understanding of the topic. Undeveloped or unclear answers to questions.	___/12
Organization (Multiplier: 1)	Student turned in all required material. Student presents information in logical and interesting sequence which audience can follow. Is very well organized and maintains focus/stays on topic throughout	Student turned in all required material. Student presents information in a logical sequence which the audience can follow. Is mostly organized and adequately focused	Student turned in incomplete material below minimum requirement. Student is not well organized, jumps around a lot and the presentation is not easy to follow.	Student did not turn in required material. Student is poorly organized, unfocused, and audience cannot understand presentation as a result.	___/4

Total: ___/20 points

Presentation Grade (% & Letter Grade): _____

Comments:

Oral Presentation Confidential Peer Evaluation Rubric

Student Name: _____ **Date:** _____
Group Presentation Topic: _____

Rubric Criteria	Distinguished 4	Proficient 3	Basic 2	Unacceptable 1
Workload	Does a full share of the work--or more; knows what needs to be done and does it; volunteers to help others.	Does an equal share of the work; does work when asked; works hard most of the time.	Does almost as much work as others; seldom asks for help.	Does less work than others; Doesn't get caught up after absence; doesn't ask for help.
Quality of Work	Provides work of the highest quality	Provides high quality work	Provides work that occasionally needs to be checked or redone by group members to ensure quality	Provides work that usually needs to be checked/redone by others to ensure quality
Getting Organized	Takes the initiative proposing meeting time and getting group organized.	Works agreeably with partner(s) concerning times and places to meet.	Can be coaxed into meeting with other partner(s).	Does not meet partner(s) at agreed times and places.
Participation in Discussions	Provides many good ideas for project development; inspires others; clearly communicates desires, ideas, personal needs and feelings.	Participates in discussions; shares feelings and thoughts.	Listens mainly; on some occasions, makes suggestions.	Seems bored with conversations about the project; rarely speaks up and ideas were off the mark.
Meeting Deadlines	Completes assigned work ahead of time.	Completes assigned work on time.	Needs some reminding, work is late but it does not impact grade.	Needs much reminding, Work is late and it does impact quality or grade.
Showing up for Meetings	Shows up for meetings punctually, sometimes ahead of time.	Shows up for meetings on time.	Shows up late but it wasn't a big problem for completing work.	No show or extremely late. Feeble or no excuse offered.
Providing Feedback	Consistently provides dignified, clear, and respectful feedback.	Gives feedback that did not offend.	Provides some feedback Sometimes hurt feelings of others with feedback or made irrelevant comments.	Is openly rude when giving feedback.
Receiving Feedback	Graciously accepts feedback.	Accepts feedback.	Reluctantly accepts feedback.	Refuses to listen to feedback.

In the chart below, fill in your group member/s name. Consult the rubric criteria above and assign each member the score from the column that best describes their contribution, work quality, attitude, time-management skills and their ability to work in a group. An example is completed for you. Please ask the teacher if you need further guidance.

Group Member's Name	Workload	Quality of Work	Getting Organized	Participation in Group Discussions	Meeting Deadlines	Showing up for Meetings	Providing Feedback	Receiving Feedback
<i>Example:</i> Virgil D.	2	2	2	3	1	1	3	1

Additional Comments:

Appendix E: Dual Credit Instructor Agreement

Name _____ School _____ SY _____

This agreement sets out terms and conditions of participation as an instructor for Oakland City University's (OCU) dual credit program. Approved OCU dual credit instructors must agree and adhere to all program guidelines, requirements, and responsibilities as established by OCU and national and state dual credit program accreditation bodies.

OCU currently provides an administrative stipend to dual credit instructors, as well as a stipend for participating in professional development offerings. Dual credit instructor approval and stipends may be revoked for any instructor who does not comply with all policies, procedures, and requirements established by OCU.

OCU dual credit instructors agree to:

1. Submit all required dual credit instructor application paperwork to designated OCU staff prior to teaching a dual credit course with OCU, and as requested thereafter.
2. Submit copies of dual credit course syllabi to designated OCU staff and faculty to demonstrate equivalency for course content, objectives, assignments, grading standards, assessments, and outcomes as established for the corresponding OCU course. In case of significant syllabus changes after course approval, instructors must submit the updated syllabus to OCU for review and await approval before beginning to teach with the new syllabus.
3. Participate in a required orientation session prior to teaching a dual credit course with OCU for the first time.
4. Participate in required professional development.
5. Adhere to course content and assessment requirements of corresponding OCU courses, including using textbooks and course materials as required and/or approved by the corresponding Subject Matter Expert.
6. Assist with new student applications, including verifying students meet OCU dual credit eligibility criteria such as junior or senior class standing, GPA, and applicable standardized scores.
7. Assist with initial course enrollment and potential changes, including making sure registration/application forms are complete and accurate, verifying course rosters, and assisting with course withdrawals in accordance with OCU guidelines.
8. Provide students with class time and instructions for completing end-of-course evaluations for dual credit courses, and submitting them to OCU in a timely manner.
9. Completing course evaluation survey sent by the Dual Credit Coordinator at the conclusion of the semester in which the course was taught.

-
10. Submit student final grades in accordance with the guidelines and time frames established by OCU.
 11. Promote available OCU dual credit opportunities to all eligible students, and connect parents and students to OCU resources, including distributing or providing access to the OCU *Dual Credit Student Handbook*.
 12. Collaborating with Dual Credit Subject Matter Experts during site visits or alternative observations (such as videos, Skype, or Adobe Connect) including providing samples of student work, exams, assessments, and/or grades as requested by SMEs or OCU staff.
 13. Inform OCU dual credit staff of teaching assignment changes (moving to a new school, teaching new courses, etc.) and prolonged absences (10 consecutive days or more).
 14. Regularly check electronic correspondence sent by OCU dual credit staff sent to the email address(es) provided by the instructor in his/her instructor application, and work with the school's information technology personnel to ensure there are no firewall issues restricting delivery of email correspondence from OCU staff.
 15. Abide by all FERPA regulations and related guidelines established by OCU.

My signature below indicates that I have read, understood, and agreed to adhere to requirements as described above.

Instructor Signature: _____ **Date:** _____

Appendix F: Dual Credit School Liaison Agreement

Name _____ School _____ SY _____

This agreement sets out terms and conditions of participation as a Dual Credit School Liaison for Oakland City University’s (OCU) dual credit program. Approved Dual Credit School Liaisons must agree and adhere to all program guidelines, requirements, and responsibilities as established by OCU and national and state dual credit program accreditation bodies.

OCU currently provides an administrative stipend to Dual Credit School Liaisons. Stipends may be revoked for any Liaison who does not comply with all policies, procedures and requirements established by OCU.

OCU Dual Credit School Liaisons agree to:

1. Assist with the establishment and maintenance of Dual Credit Articulation Agreements.
2. Inform OCU staff of changes in teaching assignment and dual credit course offerings. Course Approval Request and syllabus must be received by Mar 31 for Fall and Yearlong courses. Spring courses’ deadline is Oct. 31.
3. Validate Free/Reduced Lunch program information for registering students.
4. Provide high school transcripts and standardized test score information for students who are applying to the dual credit program for the first time.
5. Assist with course enrollment and course management (verification of student eligibility for entry to the dual credit program, class roster verification, course drop/withdrawal issues).
6. Assist with submission of end-of-course evaluations and final grades.
7. Promote dual credit opportunities available through OCU to all eligible students, and connect parents and students to OCU resources, including distributing or providing access to the OCU Dual Credit Student Handbook.
8. Collaborate with Subject Matter Experts during site visits, including providing course and/or student information as requested by SMEs or OCU staff.
9. Complete an end-of-the school year Dual Credit Liaison survey sent by the Dual Credit Coordinator.
10. Attend the annual Professional Development Workshop provided on campus

My signature below indicates that I have read, understood, and agreed to adhere to requirements as described above.

Dual Credit School Liaison Signature: _____ **Date:** _____

Appendix G: Dual Credit Student Application/Registration Form

In order to complete the Dual Credit Student Application/Registration form, the student must go to the link <http://www.oak.edu/media/70> to provide the required information. There are dropdown boxes on some items to assist in selecting the correct responses. The Red areas are required to complete. The student will need to print the form, obtain all of the signatures, and give the form with payment to the Dual Credit Counselor.

Dual Credit Student Application/Registration Form

**School Name/Dual
Credit #:**

Dual Credit Student

New students must attach a high school transcript and standardized test

Last/First/Middle Name: _____ Date of Birth: _____
m/d/yyyy

Address: _____ *Social Security: _____
xxx-xx-xxxx

City: _____ Zip: _____ County: _____ Home phone: _____

Parent/s Name/s: _____ Cell phone: _____

Student Email (non-high school): _____

Demographic Data

Citizenship: U.S. Other Name of country of citizenship and Visa Type: _____

Are you a permanent resident of the United States: Yes No ■

Race/Ethnicity:

Gender: M F

Free/Reduced Lunch? Yes No

Academic Data

HS Classification: Freshman Sophomore Junior Senior Expected Grad. Year: _____

Course Registration

Term: Fall Spring Year: _____

<i>DEPT</i>	<i>NUM</i>	<i>SEC (Same as DCH)</i>	<i>Instructor</i>	<i>Credit Hours</i>

Advisor/Instructor Signature:

I agree to pay \$25 per credit hour for all courses unless I qualify for the Free or Reduced Lunch program at my high school, in which case I will receive 100% tuition assistance. I understand that unless I provide all information requested on this form, along with payment, my application/registration will not be processed. Should my check be returned for insufficient funds, I expressly authorize my account to be electronically debited or bank drafted for the amount of the check plus any applicable fees. The use of a check is my acknowledgement and acceptance of this policy and its terms and conditions. If it becomes necessary to enforce payment of this account, I, or my parents if I am under the age of 18, will be responsible for any attorney fees, court costs, collection cost, and cost or fees incurred as a result of referring my account to a collection agency, including any percentage based collection agency fee which is commonly 33 1/3 percent of the owed debt. OCU will not release transcript or diplomas until all debts are fully paid. I certify that the statements included in this application are accurate and true to the best of my knowledge, and authorize my high school/previous schools to furnish academic and personal information, including official high school transcript and standardized test scores, to Oakland City University staff as requested.

By signing below, I am acknowledging that I am aware of the Dual Credit Student Handbook, which can be found at:
<http://www.oak.edu/file/377/download?token=IhR8SKgZ>

Parent/Guardian Signature (required): _____

Date: _____

Student Signature: _____

Date: _____

**Why am I required to submit my Social Security Number?* Oakland City University is required to issue Form 1098-T by the Internal Revenue Service. Form 1098-T includes information on qualified education expenses paid during the calendar year. The information included is intended to assist the taxpayer in determining the amount of an education related income tax credit or tax deduction he/she may be able to claim on the individual tax return. Therefore, in order to meet this requirement, Oakland City University must collect your social security number prior to enrollment in any classes.

Appendix H: Sample Application/Registration Cover Page

School: Logos High School

School Dual Credit Code: Dual Credit 100

Term: Spring 2014

Instructor: Elisabet Sena

Student Name	New/Returning	Payment Method	Amount
1. Theodore Baker	Returning	Check # 89	\$75
2. Larissa Martin	New	Check #4567	\$150
3. Logan Nance	New	Check #13	\$225
4. Clyde Pearson	Returning	N/A – qualifies for Free/Reduced lunch	-

Appendix I: Sample Rosters by Course Form

Rosters by Course forms are used at OCU to verify course rosters and submit final grades. Below is a sample Rosters by Course form and key elements:

**Oakland City University
Rosters by Course
SP -14**

Instructor
Sena, Elisabet

Term (when course starts)
SP -14

OCU course number & School DC Code
Course: ENG 101 – DC 100

Course Title: ENGLISH COMPOSITION I

Variable Credit: No Credits: 3.00 Maximum Enrollment: 25

Faculty	Room	Offer Days	Time From	Time To
Sena, Elisabet	N/A	N/A	N/A	N/A

OCU grade (not percents)

Student Name	Credits	Mid Term	Final Grade
Ping, Rhonda	3.00		
Dunivan, Ron	3.00		
Johnson, Patricia	3.00		

OCU credits earned from course

Printed name of instructor or DC School Liaison

Signature of instructor or DC School Liaison

Grade Verified by: _____
Date Verified: _____

Students in Course: 3

Courses for Faculty: 1
Students in Courses: 21

When **verifying course rosters**, instructors should check that course names, instructor names, and student names are listed correctly. If there are any missing students or additional students listed who are not enrolled in the course, please inform OCU dual credit staff.

When **submitting final grades**, instructors will need to enter the following information:

- Final grades as letter grades (not percentages)
- Printed name
- Signature
- Date
- The name and information of a contact person who will be able to answer questions about students' grades for the course (in case the Dual Credit instructor and School Liaison are on break).

Appendix J: Dual Credit Change of Registration Form

Student Name: _____ **Date:** _____

HS Name: _____ **Last Date of Attendance:** _____ *

Dual Credit Courses Dropped

Total Withdrawal from all DC courses YES NO

Dept.	Course #	Section (Dual Credit School Code)	Instructor Name	OCU Credit Hours
		Dual Credit #		
		Dual Credit #		
		Dual Credit #		
		Dual Credit #		

Dual Credit Courses Added

Dept.	Course #	Section (Dual Credit School Code)	Instructor Name	OCU Credit Hours
		Dual Credit #		
		Dual Credit #		
		Dual Credit #		

Example:

Dept.	Course #	Section (Dual Credit School Code)	Instructor Name	OCU Credit Hours
ENG	101	Dual Credit #100	Elisabet Sena	3

Reason/s for change (required):

Student Signature: _____

Dual Credit School Liaison Signature: _____

For use by OCU Only

Date Received: _____

Refund: __ Yes __ No

OCU Dual Credit Coordinator Signature: _____

Approved by: ___ B.O. ___ A.A.

Appendix K: OCU's FERPA Policy

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 concerns access to records maintained by educational institutions and agencies and the release of such records. Educational records at Oakland City University are broadly defined as records, files, documents, and other student-related materials, which are maintained by the University.

Access to Records

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days of the day Oakland City University receives a request for access. A student should submit to the registrar or Provost a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask Oakland City University to amend a record should write Oakland City University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If Oakland City University decides not to amend the record as requested, Oakland City University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Oakland City University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Oakland City University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Oakland City University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official may also include a volunteer or contractor

outside of Oakland City University who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of PII from educational records, such as an attorney, auditor, or collection agent or a student volunteering to assist another university official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Oakland City University.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Oakland City University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Disclosures without Consent

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within Oakland City University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Directory Information Disclosure

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Oakland City University, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your education records. However, Oakland City University may disclose appropriately designated “directory information” without written consent, unless you have advised Oakland City University to the contrary in accordance with the Oakland City University procedures. The primary purpose of directory information is to allow Oakland City University to

include this type of information from your education records in certain publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. If you do not want Oakland City University to disclose directory information from your education records without your prior written consent, you must notify Oakland City University in writing. Oakland City University has designated the following information as directory information.

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards
- The most recent educational agency or institution attended
- Student Identification Number

(Source: OCU Student Handbook – University Policies: FERPA section)

Appendix L: OCU Course Descriptions

Course Descriptions 2015-17

- BIO 101 Introduction to Life Science** 3 hours
A course designed for non-science majors, introducing students to the study of living organisms. The course includes basic introductions to cell and molecular biology as well as a brief kingdom survey of organisms (bacteria, protists, fungi, plants and animals) and the biology, Laboratory activities are included.
- ENG 101 English Composition I** 3 hours
This course includes development of multi-paragraph themes with emphasis on outlining, developing thesis statement, and support was well as the development of reading and critical thinking skills.
- ENG 102 English Composition II** 3 hours
This course includes an introduction to literary analysis through written expression and a study of the research process resulting in the writing of literary, informative, and persuasive research papers. Prerequisite: ENG 101
- COMM 202 Fundamentals of Speech** 3 hours
This course includes a study of the fundamental characteristics of effective oral communication designed to help students express themselves clearly and succinctly in bot formal and informal speaking situations.
- ENG 210 Introduction to British Literature** 3 hours
A survey of British literature and literary history from the earliest literatures to modern times. The course emphasizes the changing literary trends and themes these works represent as well as their historical, cultural, and political context. Prerequisite: ENG 102
- ENG 215 Introduction to American Literature** 3 hours
A survey of American literature and literary history from the earliest literatures to modern times. The courses emphasizes the changing literary trends and theme these works represent as well as their historical, cultural and political context, The problem of the American identity is a major theme that will be explored throughout the semester. Prerequisite: ENG 102
- HIS 241 Introduction to American History I** 3 hours
A survey of American history includes colonization, the American Revolution, the development of the Constitution, westward expansion and the Civil War.

HIS 242 Introduction to American History II 3 hours
This course is a survey of the history of the United States from 1877-1945. Topics surveyed include the end of Reconstruction, the industrialization of the U.S., the Progressive Era, and the World Wars.

GOV 201 American Government and Politics 3 hours
A study of the structure, organization, and procedures of the government of the United States.

MATH 115 College Algebra 3 hours
College level algebra with an emphasis on life applications problems. Topics include models, polynomials, functions and graphs, systems, matrices, and sequences. Prerequisite: MATH 105 or equivalent

MATH 120 Trigonometry 3 hours
A study of the six trigonometric ratios and their inverses, the unit circle and radian measure, trigonometric identities, equations and graphs involving the trigonometric functions, polar representation and conics, and applications of the trigonometric functions. Prerequisite: Math 105 or equivalent

MATH 216 Analytical Geometry & Calculus I 4 hours
First in three-course sequence to introduce the theory of differential and integral calculus and their applications utilizing algebraic, including trigonometric, functions. Associated topics from Analytic geometry are included. Prerequisite: MATH 120 or equivalent

PHSC 101 Introduction to Physical Science 3 hours
Introduces the student to the topics of physics, chemistry, astronomy, weather, and geology. A student taking this course is expected to have competency in algebra. Prerequisite: Math 115 or equivalent.

PSY 101 General Psychology 3 hours
A broad introduction to the many approaches to the study of human behavior and the effects of drugs, health, culture, etc. This includes new trends in research and professional fields and an awareness of the embryonic nature of psychology studies.

SPAN 101 Beginning Spanish 3 hours
This course introduces students to Spanish culture and language through a combination of text and tapes. Equal emphasis is placed on developing skills in areas of grammar, reading, and speaking this increasingly important language.

SPAN 102 Beginning Spanish II 3 hours
This course continues practice in the listening, speaking, reading, and writing skills that were taught in SPAN 101. Prerequisite: SPAN 101 or equivalent.