

College Now

DUAL CREDIT PROGRAM



APPLICATION GUIDE

College Now Contact Information

Main Office

503-491-7421

CollegeNow@mhcc.edu

[College Now](#)

Arnita Tucker-McFarland, Director of High School Services

arnita.tucker-mcfarland@mhcc.edu

503-491-6989

Jessica Ruiz, Manager of Accelerated College Credit

jessica.ruiz@mhcc.edu

503-491-6980

Rachel Evans, Administrative Assistant

rachel.evans@mhcc.edu

503-491-6973

Mail

Attn: College Now

Mt. Hood Community College

26000 SE Stark Street, Room AC1162

Gresham, OR 97030

Table of Contents

College Now Contact Information.....	2
College Now	4
What is Dual Credit?.....	4
Articulation	4
Minimum Qualification Requirements	5
Syllabus.....	6
What does it mean to ALIGN?	8
Course Scheduling (when do my students register?).....	8
Annual Net Connect Meeting	9
Renewing Dual Credit Articulations.....	10
Long Term Leave of Absence.....	10
What students NEED to know	10

College Now

Welcome to Mt Hood Community Colleges (MHCC) Dual Credit program! This manual contains general information about dual credit and instructions and information on the application process. Dual credit works to bridge the gap between k-12 and post-secondary opportunities for students. To accomplish this, it also must bridge the gap between two state regulated systems. That can make the articulation process complicated.

Please know the College Now dual credit office is here to help! Contact our office with any questions or to request a meeting to go over any aspect of the guide or articulation.

What is Dual Credit?

Dual credit refers to a course taught in a high school by a qualified instructor. These courses align with their MHCC equivalent so that the courses are as close to identical as possible. The high school course covers the same content at the same level of rigor as the college course and uses similar assessment and grading methods.

Students may sign up for college credit if they choose to do so. We encourage students to select these course *intentionally*; to do their best to make sure the credits they take have a *purpose*. College credits students take in high school are real transcribed college credits. They effect a student's [satisfactory academic progress](#), [standards of academic progress](#), and the total amount of financial aid a student can receive through federal and state grants, student loans, and Oregon Promise.

These classes are **free** for students. Taken intentionally, dual credit classes can save time and money.

Articulation

Articulation is the process by which high school courses become dual credit courses through MHCC's College Now program.

MHCC uses a 3-step articulation process described below, please contact our office to get started.

Step 1: Complete and Return your College Now Application

- In order to apply to teach dual credit courses please complete the College Now Instructor Application and return it to the College Now department along with your:
 - Resume
 - Official transcripts (or readable copies of your official transcripts)
 - Copy of any relevant technical certifications
- Once your application has been processed, the College Now office will prepare an articulation agreement for signature and email it to you with the course outline. The course outline contains important course information like learning outcomes, description, and credit hours needed as you develop your course syllabus. It is not itself a syllabus.

Step 2: Qualification Review

High school instructors must meet the minimum requirements to teach at the community college level.

- Complete and return the following:
 - Signed Articulation Agreement (this will be sent to you)
 - Course Syllabus and any additional course materials that demonstrate the alignment of your course with its MHCC equivalent (syllabus requirements listed below)
- The department dean will review your qualifications to ensure you meet the minimum requirements for dual credit.

Minimum Qualification Requirements

According to and in compliance with Oregon Dual Credit Standards, high school instructors that wish to offer accelerated college (dual) credit to their students must meet the minimum requirements to teach at the community college level. These minimum requirements differ based on the type of course being taught.

Career and Technical Education (CTE) – refers to courses and educational programs that specialize in (but are not limited to) the skilled trades, applied sciences, modern technologies, and career preparation.

In order to teach a CTE dual credit course instructors must demonstrate:

- Three calendar years of full-time work experience in an occupational area directly related to the instructional program (the work experience must be beyond that acquired in apprenticeship, on-the-job training).
- OR
- Occupational competency for the teaching assignment secured through a combination of three years of work experience and specialized training. (When applicable, the applicant's qualifications may be reviewed by the appropriate occupational advisory committee.)

Lower Division Collegiate Courses (LDC) – are defined as areas of instruction, including a representative range of academic and professional fields, which parallel the offerings of the first two years of the four-year institutions; carry regular college transfer credit; and generally are accepted for transfer credit by higher education institutions.

In order to teach an LDC dual credit course, instructors must demonstrate:

- A Master's degree with a major in the primary instructional assignment subject area.
- OR
- A Master's degree in any discipline and 24 quarter hours of graduate credit in the primary instructional assignment subject area.
- OR
- Be currently enrolled in an appropriate graduate degree program with satisfactory completion of 24 quarter hours of graduate credit.

Instructors who do not meet the above requirements may qualify for a **presidential waiver**. In subject areas in which individuals have demonstrated their competencies and served in professional fields, and in cases in which documentation to support the individual's proficiency and high level of competency can be assembled, the master's degree requirement may be waived at the discretion of the College President. When determining whether a high school instructor qualifies for a waiver, the president considers a variety of factors. Professional field experience, credentials or certifications, graduate credit, AP or IB training, among other things, must accompany teaching experience. Each subject area is structured differently and what can qualify someone to teach dual credit in one subject may not in another.

Presidential waivers are temporary and renewed yearly.

Step 3: Course Review

- MHCC faculty members review course syllabus, content, assignments, and any additional information included with the application to determine if the high school course is sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”.

This process looks different from subject to subject, and can often involve meetings between MHCC and high school faculty electronically or in person until the course meets the subject area requirements.

Syllabus

The syllabus is the main tool that MHCC faculty use to determine course alignment. Because of this, dual credit syllabi must include specific information about your course in addition to the high school course information. We also request certain information added to promote students understanding of dual credit.

MHCC course information provided in the Course Outline.

REQUIRED COMPONENTS:

- Instructor Information
 - Name
 - Office or Classroom Number
 - Office Hours
 - Best Method of Contact & Contact Information
- MHCC Course Information
 - Course Code (ex. MTH111 or BA101) & Course Title (ex. Pre-Calculus I or Intro to Business)
 - Number of College Credits for the Course
 - Course Description
 - Student Learning Outcomes (exactly as written in the course outline provided)
- Course Schedule
 - Beginning and end dates of the course
 - Weekly schedule

- Course Calendar
 - Dates of major assignments, papers, field trips, projects, etc.
 - Dates of tests and midterm
 - Date and time of final exam
 - Disclaimer stating dates may change
- Grading Information
 - Course requirements: exams, quizzes, classroom participation, projects, papers, and other homework including the percentage each counts toward the final grade.
 - Policies on missed exams and late work.
 - Grading scale and standards.
 - Disclaimer stating grading information may change
- This or similar statement about how college credits taken in high school can affect students financial aid and Oregon Promise eligibility:

When earning college credits in high school, it is important that students choose credits with a purpose as high school credits can affect future financial aid and Oregon Promise eligibility including the amount of funding available. Beyond one or two classes, the added value of college credit is determined by a student's future career and academic goals. The credits only add up when they fit within individual career and education plans.

For this reason, it is important that students:

 - Actively research which careers are of the most interest to them and the required degree or certificate needed from a college or university to enter a career field.
 - Seek out resources from high school counselors or career and college advisors. Teachers, counselors, and advisors have materials to help with planning.
 - Research the colleges they are interested in attending and ask the college for guidance.

SUGGESTED COMPONENTS:

- Schedule of class meetings, including subject matter and topics to be covered as well as pre-class readings and other assignments.
- Statement about Academic Honesty
 - Suggested language: Cheating, plagiarism, and other acts of academic dishonesty are regarded as serious offenses. Instructors have the responsibility to submit, in a written report to the Associate Vice President of Student Life, any such incident that cannot be resolved between the instructor and student. Depending on the nature of the offense, serious penalties may be imposed, ranging from loss of points to expulsion from the class or college. Student rights and responsibilities can be located in the MHCC Student Handbook.
- Statement about Classroom Behavior
- Statement about disability services available in your school
- Unique class procedures/structures, such as cooperative learning, peer review, panel presentations, portfolios, case studies, journals or learning logs, and others.
- Special components: science and computer labs, tutorials, and computer classroom.

Once the process is complete, you will be notified via email of the results. The articulation process generally takes 6-8 weeks, but can take longer depending on individual circumstance.

What does it mean to ALIGN?

In order to qualify as a dual credit class, high school courses must have an equivalent level of rigor, similar assessments, meet the MHCC grading standards, and meet all of the learning outcomes for the course.

This equivalency is vital as these courses serve as an academic, cultural, and financial bridge to college for high school students. They must be well prepared in their high school dual credit course to be successful in their next course.

Course Scheduling (Articulation Timeframe Guide)

MHCC runs on a quarter schedule. Each term is 11 weeks long, and MHCC has fall, winter, spring, and summer terms.

The majority of the high schools we work with run on a semester schedule. Aligning a high schools semester schedule with MHCC's term schedule means registration times can be a bit tricky. The registration timing for each type of high school course is listed below.

Your articulation agreement shows how your courses articulate with MHCC, and you will receive an email at the beginning of the year, and prior to your registration term. Please **CHECK** to see that this information is correct.

Articulation Period:	Definition:	Registration time:
Yearlong	I articulate with one MHCC course and have the same students the entire academic year.	Students will register in the SPRING
Example: I articulate MTH95. I teach that class all year, and my students register once in the spring.		
Two Semester Sequential	I articulate with two MHCC classes and have the same students the entire academic year.	Students will register in the WINTER and SPRING
Example: I articulate MTH111 and MTH112. I teach MTH111 in the first semester and MTH112 the second. My students register for MTH111 in the winter and MTH112 in the spring.		
Two Semester Non-Sequential	I articulate with one MHCC class and teach it first and second semester to two <i>different</i> groups of students.	First semester students register in the WINTER Second semester students register in the SPRING
Example: I articulate IM122. I teach it both semesters. This course lasts one semester and I have different students each semester.		
One Semester	I articulate with one MHCC class and teach it during one semester only.	First semester students register in the WINTER Second semester students register in the SPRING
Example: I articulate HD130HC, and I only teach it in the first semester. My students register in WINTER.		
Term Sequential	I articulate with three MHCC classes and have the same students all year long.	Students will register in the FALL, WINTER, and SPRING
Example: I articulate BI101, 102, and 103. I teach these courses all year long to the same students, they register for BI101 in the FALL, BI102 in the WINTER, and BI103 in the SPRING.		

Annual Net Connect Meeting

The College Now program hosts an annual meeting inviting high school instructors and the MHCC faculty that teach the same courses. This meeting is held in accordance with Oregon’s dual credit standards, but it is also an opportunity to share knowledge, get support, and help our program make sure that classes taught in the high school are as closely aligned as possible.

Attending at least one meeting per year with the MHCC faculty is **required**. If you cannot make the meeting please let us know and we can work with you to schedule a makeup date. Missing a year will result in a warning. Missing two years consecutively could result in a pause in articulation.

The better our courses are aligned the more successful students are in making the high school to college transition.

Renewing Dual Credit Articulations

College Now articulations are regularly renewed. Brand new articulations renew yearly until the college has assured course alignment, then are moved to a three-year renewal cycle.

Once on a three year renewal cycle, the course syllabus must be submitted each year. The College Now office will contact instructors in the Spring to request the syllabus for the following year.

Renewals follow the same process as new articulations; qualification review, followed by course alignment review.

At any time if a course falls out of alignment, it may be moved back to a yearly renewal or the articulation may be paused or ended.

Any courses on a presidential waiver are renewed yearly. Presidential waivers are not permanent. The president expects to see high school instructors make progress towards meeting the minimum requirements to teach at a community college and will grant waivers based on that progress. Progress is currently defined as earning at least three graduate level credits per year in the primary subject area.

Renewals are not guaranteed. The college may choose to end an articulation at any time. The College Now office will work to communicate any changes out as soon as possible and we are always available to discuss why changes have or are occurring.

Long Term Leave of Absence

It occasionally happens that an instructor needs to take a leave of absence from their course. In the event that occurs, the course will continue as a dual credit course for the remainder of the school year provided the substitute instructor follow the aligned course syllabus. Should the leave continue into the following academic year, the substitute instructor will need to go through the dual credit articulation process.

What students NEED to know

Intentional Dual Credit – The dual credit college courses students take in high school AFFECT THEIR FUTURE FINANCIAL AID.

Help students by working with them to ensure the classes they are taking in high school will contribute to the degree path they are looking into.

Dual Credit Courses are REAL COLLEGE COURSES. The grades students earn for these courses affect their college GPA. If a student does not like the grade they are getting for the course, they can drop it online before the final drop date found on the academic calendar,

<http://mhcc.edu/CollegeNowCalendar/>.