



# Eastern Promise Dual/Concurrent Enrollment Handbook



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### **Creating Early College Experiences for Students in Eastern Oregon**

When students have the opportunity to participate in college-level courses and earn credits or certificates while still in high school, it means real financial savings for families today.

#### **History & Mission of Eastern Promise**

##### About Eastern Promise

The Eastern Promise is a collaboration between Eastern Oregon University, the InterMountain Education Service District (IMESD), Blue Mountain and Treasure Valley community colleges, and school districts in the eastern Oregon. The program creates additional opportunities for high school students to participate in college-level courses, as well as earn college credits and/or certificates, while still in high school, a big money savings for families. The goal is that the Eastern Promise will increase the number of eastern Oregon high school students who are prepared for and attend college directly from high school.

This follows along with the Governor’s “40-40-20” plan of having 40 percent of Oregonians earning a four-year degree, 40 percent earning an associate’s degree or post-secondary certificate, and 20 percent earning a high school diploma or equivalent. BMCC President John Turner, TVCC President Dana Young, EOU President Bob Davies, IMESD Superintendent Dr. Mark Mulvihill, and Malheur ESD Superintendent Tim Labrousse were key drivers behind the Eastern Promise and the collaboration between K-12 and higher education, as well as the program’s parallel goals with the 40-40-20 plan.

Currently, there are just three “pathways” to early college education in high school: Advanced Placement testing (which requires conformance to external curriculum and traditionally has low enrollment in smaller high schools); Dual Credit (which depends upon high instructor qualifications and has limited options in many high schools); and Dual Enrollment/Expanded Options (which can be very expensive for high schools and presents geographical challenges with the large distances between high schools and post-secondary providers).

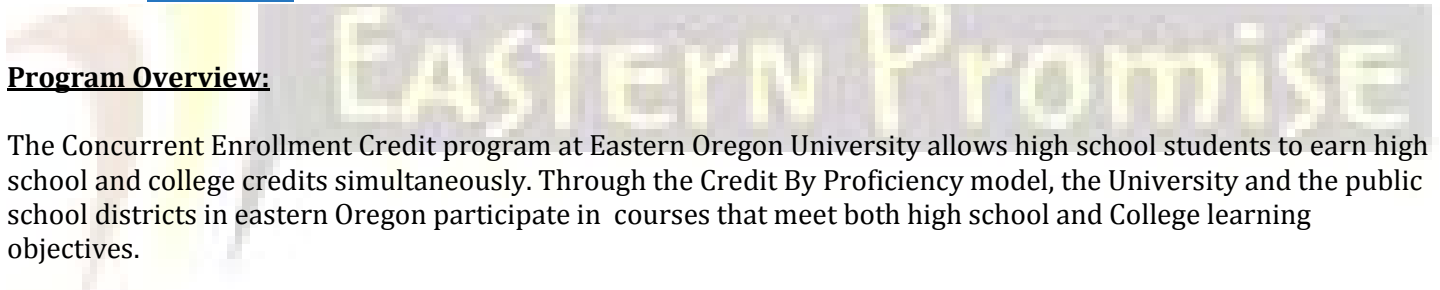
The Eastern Promise solves many of these issues. It includes the aforementioned previous pathways, but adds a fourth, giving it a unique twist. First, it will be proficiency-based. Partner institutions will employ internally-developed learning outcome assessments to award college credit, with regional Professional Learning Communities of teachers and college staff collaborating regularly. Second, there will be local direction with the Eastern Promise. High schools will direct who teaches and who takes eligible coursework, while the higher education partners will direct proficiency assessments to assure control and alignment of the curriculum to maintain a high academic standard. Third, there will be local flexibility. Educational partners will be able to collaborate to offer the highest level of opportunity and support for students.

### Mission

Eastern Promise will foster improved academic success among the children and youth of rural Oregon through higher education and K-12 partnerships that build a culture where a high school and a college degree are actively sought and obtained; Eastern Promise will provide access to early college credit activities; and support the 40/40/20 compact.

Increasing the number of students who are prepared to attend college directly from high school is the goal of Eastern Promise. Whether you’re a high school student pursuing college credits or an associate’s degree, a teacher or professor looking to connect with other Eastern Promise educators and students, a parent interested in learning how your child can get involved, or a community member curious to find out more, the resources you need are all here.

Please visit [www.eastern-promise.org](http://www.eastern-promise.org) for additional information. If you don’t see what you’re looking for here, feel free to [contact us!](#)



### **Program Overview:**

The Concurrent Enrollment Credit program at Eastern Oregon University allows high school students to earn high school and college credits simultaneously. Through the Credit By Proficiency model, the University and the public school districts in eastern Oregon participate in courses that meet both high school and College learning objectives.

Credit By Proficiency classes are offered at local high schools. Students interested in participating in this program must meet standards determined by the high school appropriate for each course. To enroll in these classes, students must complete an EP registration form with permission signature, and be prepared to pay tuition and fees for the courses unless these are covered by the high school through expanded options or other scholarships. Students are also required to purchase course textbooks if not provided by the school.

Interested students should contact their high school counselors, teachers, or principals, attend an EP Parents’ Night, or contact the Eastern Promise office. Students must meet eligibility requirements set by their high schools to ensure that they receive high school credit for particular courses.

### **Definitions of Terms**

**Credit By Proficiency:** This is a dual/concurrent enrollment program that requires students to demonstrate college/university proficiency in all courses. The expectation is that students will meet all outcomes of the college course at the same level of performance demonstrated by a regular admitted college student taking that same course. College proficiency outcomes are established, aligned, and normed through collaboration by college professors and authorized high school instructors throughout the course.

Concurrent Enrollment: A student is enrolled in high school/home school and college at the same time (concurrently).

Dual Credit: A specific type of concurrent enrollment where a student receives both high school/home school and college credit for the same class. (The credit awarded for meeting high school graduation requirements is determined by each of the high schools independently.)

#### Eligible courses:

In accordance with state of Oregon requirements, Eastern Oregon University offers regular college credit courses in General Education or program requirements for dual credit high school students. If the District approves these college courses for dual credit, high school students meeting Eastern Promise (EOU) requirements may enroll in these courses and may receive both university and high school credit simultaneously.

#### A Special Note on On-Line and On-Campus Courses

High school students can also enroll in EOU online or on campus courses. These are generally NOT dual/concurrent enrollment unless the high school has made a special arrangement with the university. Online courses require students to be self-disciplined and technologically skilled. It is the student's responsibility to receive approval to take on-line and on campus through the Eastern Promise office and to inform the high school of progress in these courses.

#### Student Eligibility:

1. High school students should have completed their sophomore year unless participating in the Success 101 course typically as freshmen.
2. Non admit students (which is how a high school student would be classified) are limited to 8 credits or less in any term. Students may obtain special approval from the Eastern Promise Executive Director to register for more than 8 credits in a term.
3. Credit By Proficiency course do not require placement tests (ACCUPLACER). However, there may be other non-EP courses a student might take at the university so the placement test is suggested.
4. Prospective high school students must complete the Eastern Promise registration form with Permission Form signed by the student, parent or legal guardian.
5. High school students taking EP courses for dual credit will be treated as college students. It is expected that high school students taking EP courses as dual credit will conduct themselves as college students. A collegiate classroom environment is expected. The level of maturity of the high school student should be one of the criteria for approval by the high school official. (See Student Handbook, page 7)
7. The awarding of high school credit for graduation is at the discretion and approval of the District.

#### Course Overview:

##### Assessment of Student Academic Performance:

Students enrolled in dual/concurrent credit courses are subject to the same assessments of student academic achievement as all other EOU students. Dual/concurrent credit students must demonstrate entry-level skills in order to be placed in college-level English and math courses. The performance of Dual/concurrent credit students in any course must also be assessed by the same summative measures used for on-campus students in the same courses, such as final common exams, capstone projects, portfolios, or other performance measures.

Dual/concurrent credit students must also participate in assessments of general education competencies and, if appropriate, assessment of competencies in an academic major, in the same way that these assessments are implemented for all EOU students.

##### Instructor Approval Procedure for Eastern Promise Credit By Proficiency

Professional Learning Communities (PLCs) are a blend of high school, college and university faculty who are charged with the development and assessment of curricular proficiencies in the Eastern Promise model. These PLCs meet regularly to work on proficiency development and at scheduled times meet to assess the proficiency work of the students.

To be eligible/“authorized” to teach credit by proficiency courses through Eastern Promise, high school teachers must meet several requirements:

1. Be approved by their high school administration and their respective partner in higher education’s (i.e. EOU, BMCC, TVCC) PLC leader
2. Have taught in the discipline or related subject area for at least three years
3. Have a master’s degree, preferably in their teaching discipline – verification required. Or,
  1. Completed at least 20 graduate level credits in their content area. Or,
  2. Completed at least 45 graduate credits in both education and their respective content area.
4. Attend an Eastern Promise training session in their discipline conducted by the appropriate Eastern Promise Professional Learning Community (PLC)
5. Become an active member of the PLC; i.e. attend all meetings and trainings throughout the year.
6. Renew authorization annually, and be willing to allow college and university faculty to assess their performance
7. PLC Leaders regularly (at least annually) visit CBP sites to observe teacher and student performance.

Original Policy Approved by President and Provost, EP Governing Board January, 2013

Revised September 1, 2014

Approved Eastern Promise Operations Committee September 9, 2014

Once approved, the teacher must become AUTHORIZED by attending initial PLC training and they attend all subsequent PLC meetings typically held quarterly.

#### Grading:

The university shall ensure that dual/concurrent credit courses and the corresponding courses offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class. EOU courses offered as dual/concurrent credit, regardless of where they are taught, follow the same syllabus requirements, course outline, grading procedure and other instructional and evaluative policies and procedures. Course calendar may be adjusted due to the university term calendar and the high school semester calendar.

Letter grades are given in accordance with policies printed in the college catalog.

Students will have access to the EOU policy for grade appeals. Grade reports are accessible online through the WEBSTER system. Students are given login information.

Dual/concurrent credit students may withdraw (drop) from all courses and receive a grade of "W" at any time during the term/semester on/prior to EOU official drop deadline specified in the College Calendar located in the class schedule or catalog. It is the student's responsibility to officially withdraw from a course or verify that the instructor initiated the withdrawal procedure. The District retains the right to drop a student from the dual/concurrent credit class if such student is not following school/university procedures.

#### **Instructions for Entering Grades in Webster**

- Step 1: Login to [Webster](#)
- Step 2: Your username is the name portion of your EOU email.  
Please contact the EOU IT Helpdesk for assistance with your password if you do not know it. 541.962.3111
- Step 3: Select [Faculty & Advisors](#)
- Step 4: Select [Term Selection](#)
- Step 5: Select [Spring 2014](#) - then click Submit.
- Step 6: Select [CRN Selection](#)
- Step 7: Select the CRN corresponding to the grades you wish to enter - then click Submit.
- Step 8: Select [Final Grades](#)
- Step 9: Enter grades for the selected course - then click Submit. **You are not required to enter Last Attend Date or Attend Hours.**
- Step 10: Select [Return to Menu](#)
- Step 11: Complete Steps 6 - 10 until you have entered grades for all Spring 2014 courses.
- **\*\*\*Incomplete Grades\*\*\* If you enter an I-grade please remember to click Submit after entering Extension Date. If you do not click Submit the I-grade will not be recorded.**

### Transferability of Credit:

All Eastern Promise dual/concurrent credit courses are recorded through the EOU Registrar's office as with all EOU students. Grade reports are not issued to students, but students can access their transcript through WEBSTER.

EOU accepts dual/concurrent credit courses as equivalent to their on-campus counterparts as a matter of principle. EOU accepts in transfer dual/concurrent credit courses completed at other accredited colleges and universities without limit.

Dual/concurrent credit courses are accepted in transfer according to all applicable articulation agreements and recognized course equivalency agreements.

Dual/Concurrent credit courses from EOU transfer to all public colleges and universities in Oregon. It is very important to check with colleges and universities that you plan to attend to determine in advance their policies for accepting dual credit courses. Many students have found that dual credit courses may also transfer to out-of-state colleges and universities, both public and private; however, EOU can only guarantee dual/concurrent credit transfer to Oregon institutions.

### Courses offered as a part of Eastern Promise through Eastern Oregon University

Catalog descriptions:

#### **Biology 101 (3 credits);**

Integrated study of biology for the non-major, including a discussion of the nature of science, evolution, cell biology, genetics, physiology and ecology of plants and animals, including man.

Prerequisites: MATH 070.

#### **Biology 102 (3 credits)**

Integrated study of biology for the non-major, including a discussion of the nature of science, evolution, cell biology, genetics, physiology and ecology of plants and animals, including man.

Prerequisites: MATH 070 and Biology 101

#### **Biology 103 (3 credits)**

Integrated study of biology for the non-major, including a discussion of the nature of science, evolution, cell biology, genetics, physiology and ecology of plants and animals, including man.

Prerequisites: MATH 070, BIOL 101 and 102

#### **Biology 104 LAB (1 credit)**

Survey of biological laboratory topics for the non-major student. Prerequisite BIOL 102 or equivalent.

**CHEM 101 - Intro to Chem\*SMI (Credits: 4)**

Gen Ed Core-Natural, Math & Info Sciences Service and general education course covering basic principles of general chemistry. Designed for students without previous chemistry experience. Prerequisite: MATH 095 (or equivalent, may be taken concurrently).

**COM 112 - Public Speaking\*GTW (Credits: 3) Gen Ed Core-Gateway**

Theory of and practice in techniques of informing and presenting information to an audience, emphasizing the use of visual aids. Topics include informative, persuasive, extemporaneous and group speeches

**HWS 250 - Personal Skills for Healthy Living (Credits: 3)**

The course explores current personal health issues. Topics include family health, mental health, stress management, and human sexuality. Special emphasis is placed on preventative practices.

**HWS 298 - Health/Fitness For Life (Credits: 3)**

An overview of the major components of wellness. Special emphasis is placed on needs and interests of college students approached from a social, emotional, physiological, and preventative basis that include diet, exercise, stress management, and substance abuse.

**HUM 110 - Success 101 (3 credits)**

[Career Choices & the online 10-year plan](#) is an [interdisciplinary curriculum](#) that engages students and teachers in an interactive learning process, helping them develop the knowledge, skills, and attitudes needed to successfully:

- examine their own lives
- explore and evaluate a wide range of education and career options, and
- make reasoned and researched goals for their future.

**MATH 111 - College Algebra (Credits: 4)**

Topics examined in this course include equations and inequalities in one variable, a careful treatment of the function concept, and an examination of the properties and applications of several important families of functions: polynomial, rational, exponential and logarithmic.

Prerequisite: MATH 095 or equivalent.

**MATH 112 - Precalculus (Credits: 4)**

In this course students experience a detailed treatment of exponential, logarithmic, trigonometric and inverse trigonometric functions designed to prepare them for calculus.

Prerequisite: MATH 111 or equivalent.

**SPAN 107 - 1st Yr Spanish\*AEH (Credits: 4)**

Gen Ed Core-Aesthetics & Humanities

Beginning Spanish with an emphasis on oral proficiency. Students learn the basic structure of the language by engaging in communication oriented activities relevant to daily life. Prerequisite: Taken in sequence or by consent of instructor.

**SPAN 108 - 1st Yr Spanish\*AEH (Credits: 4)**

Gen Ed Core-Aesthetics & Humanities

Beginning Spanish with an emphasis on oral proficiency. Students learn the basic structure of the language by engaging in communication oriented activities relevant to daily life. Prerequisite: Taken in sequence or by consent of instructor.

**SPAN 109 - 1st Yr Spanish\*AEH (Credits: 4)**

Gen Ed Core-Aesthetics & Humanities

Beginning Spanish with an emphasis on oral

proficiency. Students learn the basic structure of the language by engaging in communication oriented activities relevant to daily life. Prerequisite: Taken in sequence or by consent of instructor.

### **WR 121 - Expos Prose Writing\*GTW (Credits: 4) Gen Ed Core-Gateway**

College-level practice of writing skills with a special emphasis on writing analytically, usually about texts. Students learn to adapt their writing processes to the rhetorical constraints of academic writing.

Prerequisite: Completion of WR 115 and a satisfactory in-class diagnostic essay or Accuplacer placement in WR 121

Detailed course syllabi with outcomes are available at: <https://www.eou.edu/eastern-promise/courses/>

### COURSE APPROVAL PROCESS:

Courses offered as a part of the Eastern Promise Credit By Proficiency model originate as a part of the Professional Learning Communities (PLC) that govern course content and student assessment practices. Only courses that are already a part of the EOU system (catalog) can be considered for inclusion.

Step One – A course is selected by the PLC.

Step Two – The faculty of the associated course are contacted and a meeting is arranged to discuss whether the faculty in this discipline want to authorize the course as a part of the CBP model.

Step Three – If Approved, then that content of that course would generally necessitate the creation of a new PLC group. This would require contacting schools to inform them of this availability, scheduling an initial meeting, and holding the meeting.

Step Four – Interested high school faculty would submit their vitae for approval (See Appendix B)

Step Five – Once approved, the high school instructor attends the PLC meeting and received comprehensive professional development training to enable them to teach the course.

Step Six – Both student and instructor outcomes are assessed to determine if competency was achieved. Student outcome data are assessed and instructor performance through the PLC Annual Assessment meeting.

### **Information for Teachers**

Professional Learning Communities (PLCs) are a blend of high school, college and university faculty who are charged with the development and assessment of curricular proficiencies in the Eastern Promise model. These PLCs meet regularly to work on proficiency development and at scheduled times meet to assess the proficiency work of the students.

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3. Have a master’s degree, preferably in their teaching discipline – verification required.
4. Attend an Eastern Promise training session in their discipline conducted by the appropriate Eastern Promise Professional Learning Community (PLC)
5. Become an active member of the PLC; i.e. attend all meetings and trainings throughout the year.
6. Renew authorization annually, and be willing to allow college and university faculty to assess their performance



## Professional Learning Communities (PLCs)

Eastern Promise Professional Learning Communities (PLCs) are designed to foster the development of opportunities for early college credit. Over the past few months, PLC leaders and groups have met to create proficiency assessments. Most of these groups are set to have training sessions to be delivered in the Fall. Schools and teachers wishing to participate in offering a credit by proficiency opportunity during the 2014-15 school year MUST attend the appropriate training session. Meeting dates are listed below.

### EP Instructor Approval Process An Overview of Eastern Promise

**Eastern Promise** is a collaborative between EOU, BMCC, Treasure Valley Community College, the InterMountain Educational Service District, and over 40 Oregon high schools. Eastern Promise has two main goals: to build a college-going culture and increase access for ALL students to affordable college credit in high school toward degree completion.

To grow a college going culture, the Eastern Promise **Academic Momentum** program offers curricular support to encourage 5<sup>th</sup> through 8<sup>th</sup> grade students to consider their future education and career interest and goals. In 2013-14, 34 Eastern Oregon schools participated and served 1,804 students. In the 9<sup>th</sup> grade **Success 101** course, students further learn and explore, and they make a 10 year plan for their future. Students can earn 3 college credits from this course. In 2013-14, 18 schools participated, and 519 freshmen earned a total of 1,557 credits. College campus visits are a fun part of both of these programs.

Historically, high schools in the region have provided students with various early college opportunities such as Advanced Placement, Dual Credit, and Expanded Options. However, many schools within the region, especially small schools, were not able to participate in these experiences due to limited capacity or instructor qualifications. Eastern Promise created the "Credit by Proficiency" pathway to provide more access to early college credit. An integral part of the Credit by Proficiency model is the establishment of Professional Learning Communities (PLC) between the university, community college, and ESD/K-12 partners. The goal of **Eastern Promise Credit by Proficiency** is that students take high school courses, taught by high school teachers in the regular high school schedule. They earn college credit for achieving the same level of proficiency expected of college students attending a college campus.

Eastern Promise supports 23 PLC leaders and 240 authorized high school instructors offering credit by proficiency in 13 different subject areas, totaling 28 courses, and equaling 99 credits. All of these credits are fully transferable within the Oregon University System, and many other colleges. Many of the EP courses fulfill requirements to complete 2-year degrees as well, such as AG Business, Criminal Justice, Para Educator, and Nursing Pre-Reques. Research shows that students who earn at least 9 college credits in high school are MUCH more likely to earn a degree. Some students have even been able to complete the full 2-year AAOT while attending their local high school, thereby saving them a lot of time, effort and money. On average, the yearly Cost of Attendance at a 4-year university is \$23,000 or about \$500 a credit and roughly half that at a community college. Eastern Promise costs students \$10 a credit. In 2013-14, **13,847 credits were earned through Eastern Promise Credit by Proficiency in addition to almost 10,000 Dual Credits** saving Eastern Oregon families \$1.7 in tuition alone.

Oregon Governor John Kitzhaber, the Oregon Education Investment Board (OEIB), and the Oregon Legislature have recognized Eastern Promise as a truly transformational 40-40-20 education program in Oregon. 5 regions in Oregon have been awarded an Eastern Promise Scale-Up Grant to replicate our success taking place in Eastern Oregon. For more information go to [www.eastern-promise.org](http://www.eastern-promise.org)

### Eastern Promise Instructor Authorization Criteria

1. Taught successfully in the discipline or related subject area for three years and have a subject endorsement that aligns with the CBP class.
2. Have graduate coursework in the discipline:
  - Master's degree and undergraduate course work in subject area
  - Or Completed at least 20 quarter graduate credit in subject area
  - Or Completed at least a total of 45 quarter graduate credits in education and subject area

- AND have been approved by the PLC leader as meeting qualifications to teach an introductory college level course.
3. Attend the (mandatory) annual summer training as well as all PLC meetings.

**Eastern Promise high school instructor financial support:**

Because the majority of the CBP work is conducted by high school teachers, all sub costs and travel to PLC meetings will be paid for and 1 EOU graduate credit or its equivalent sum of \$286 is offered each meeting. In addition, all teachers who attend the once-a-year assessment PLC meeting will receive a \$500 stipend for the extra work during the school year related to participating in the program. College and University faculty receive quarterly stipends or hourly pay for their work.

**Registration: All forms must be complete, accurate and submitted on time to be processed.**

**EOU-** Send student registration forms to EOU, One University Blvd., La Grande, 97850 care of Eastern Promise or scan and email to [ep@eou.edu](mailto:ep@eou.edu). Questions? Ask Laurie Powell [ep@eou.edu](mailto:ep@eou.edu).

**BMCC-** Send student registration forms to IMESD through the ESD courier care of Eastern Promise or scan and email to [Jackie.bartron@imesd.k12.or.us](mailto:Jackie.bartron@imesd.k12.or.us). Questions? Ask Jackie Bartron.

**TVCC** contact Stephanie Oester at [soester@tvcc](mailto:soester@tvcc)



## 2014- 15 Eastern Promise Dates and Deadlines

[www.eastern-promise.org/](http://www.eastern-promise.org/)

BMCC (Umatilla, Morrow, Baker County- excluding Success 101, Health, 100 History)

Semester	Registrations Due to the IMESD	Bills Sent to Student's Home or School	Notices Sent to Students on financial hold	Last Day to Drop with Refund	Last Day to Withdraw No Refund	Payment Due	Grades Due
One	No later than December 1, 2014	12/16/14	12/16/14	12/1/14	12/21/14	2/13/15	2/8/15
Two	No later than March 9, 2015	3/24/15	3/24/15	3/9/15	3/30/15	5/8/15	6/12/15

**Send BMCC Registration Forms to Jackie Bartron at the InterMountain ESD**

For questions regarding BMCC registration, billing, or grade input email [jackie.bartron@imesd.k12.or.us](mailto:jackie.bartron@imesd.k12.or.us)

EOU (Union, Wallowa plus all Success 101 and Health)

Semester	Registrations Due to Laurie Powell	Bills Sent to Student's Home	Notices Sent to Students on financial hold	Last Day to Drop with Refund	Last Day to Withdraw No Refund	Payment Due	Grades Due
One	10/03/14 (Math Only) 11/04/14	1st week of each month	N/A	1/9/15	1/9/15	Upon Rcpt of Bill	3/23/2015 (by Noon)
Two	3/30/15	1st week of each month	N/A	5/1/15	5/1/15	Upon Rcpt of Bill	06/15/15 (by Noon)

**Send Student registration forms to EOU, One University Blvd., La Grande 97850 scan and email to [ep@eou.edu](mailto:ep@eou.edu)**

For questions regarding EOU student registration, billing, or grade input email Laurie Powell at [ep@eou.edu](mailto:ep@eou.edu)

For registration forms etc. go to: [www.eou.edu/eastern-promise/registration/](http://www.eou.edu/eastern-promise/registration/)

TVCC (Malheur County and all 100 level History)

Term	Registrations Due	Bills Sent to Student's Home	Notices Sent to Students on financial hold	Last Day to Drop with "W" With Refund	Last Day to Withdraw with "W" No Refund	Payment Due	Grades Due
One	10/3/14	NA	NA	10/17/14	11/14/14	10/3/14	12/15/15
Two	1/20/15	NA	NA	1/30/15	2/27/15	1/20/15	3/24/15
Three	4/13/15	NA	NA	4/24/15	5/22/15	4/13/15	6/15/15

For questions regarding TVCC registration, billing, or grade input email Stephanie Oester [soester@tvcc.cc](mailto:soester@tvcc.cc)

**Eastern Promise PLC Leader list:**

**Math -**

John Thurber- EOU

Pat Rhodes - TVCC

Guy Post - BMCC

**Biology -**

Shaun Cain/Laura Mahrt- EOU Sascha

McKeon, Tim McCreary - BMCC Cindy

Feibert -TVCC

**Chemistry -**

Colby Heideman- EOU

Kevin Seward/Lisa Frye- BMCC

Tom Huston-TVCC

**Spanish 101-3- (EOU SPAN 107-9)**

Jill Gibian -EOU

Heidi Thorstad, Heather Sherman BMCC

**Health-**

Kelly Rice- EOU

**Writing -**

Nancy Knowles- EOU

Allison Timmons/Shaindel Beers -

BMCC **Speech** -April Curtis- EOU

Cheri Kendrick- BMCC

**Computer Science-**

Gary Palmer/Stam Beach-BMCC Richard

Kroft - EOU

**Success 101** - Danny Mielke- EOU

**History 201-3** Theresa Pihl- BMCC

**History 101-3** Gerry Hampshire-TVCC







## PROGRAM HANDBOOK

### **PLC balance of accountability continuum for scoring/grading for CBP**

Each PLC decides how proficiency will be determined; however, a balance is healthiest.

This is a suggested framework for your consideration in determining a balance.

- Black- college staff member grades all tests and enters grades (*need to communicate grades to HS*)
- Charcoal – teachers score their own tests and forward them to college staff to verify and enter final grade (*notify HS of any grade disagreement and communicate grades to HS*)
- Heather grey- teachers score tests and PLC group verifies all scores together, teacher enters grades.
- Grey- teachers score tests and PLC group verifies samples to ensure inter-rater reliability and HS teacher enters grades (*After PLC inter-rater reliability is strongly established*)
- Light grey- HS teachers score tests and send grade to college (after attending PLC assessment norming meeting to verify inter-rater reliability) (this may work well for objective tests)
- White- After attending PLC meetings, the teacher assigns the grade and sends it to the college.

### **What Do EPPLC Teams Actually Do At Meetings?**

Establish Group Norms - The first thing the EPPLC team needs to do is to establish “norms” and a method to monitor them. In a PLC, norms represent protocols and commitments to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goal. When establishing group norms, consider:

- TIME AND PLACE: When do we meet? Where do we meet? How do we determine this? Will we set a beginning and ending time? Will we start and end on time?
- LISTENING: How will we encourage listening / speaking? How will we discourage interrupting?
- DECISION-MAKING: How will we make decisions? Are we an advisory or a decision-making body? Will we reach decisions by consensus? How will we deal with conflicts?
- EXPECTATIONS: What is our shared mission, our shared goals? What do we expect from members? Will there be a note taker, etc.? Are there requirements for participation? Will attendance be a factor in the authorization to continue to award college credit? If so, who will manage this data and communication? What data or student work will we bring to the next meeting?

Some guidelines we use for the PLC's include:



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- Participants share a common interest or goal (subject discipline) toward which Eastern Promise is focused,
- Set norms- expected behaviors, participation, and involvement for all group members.
- Write SMART (Specific, Measurable, Attainable, Results-oriented, and Time-bound), tied to student achievement and success within the Eastern promise Credit By Proficiency (CBP), or other EP activities
- Develop goals for the group that are tied to student achievement and success within the Eastern promise Credit By Proficiency (CBP), or other EP activities,
- Specify expected behaviors, participation, and involvement for all group members,
- Include teachers and professors who will benefit from the interactions of the group, this can include teachers of dual credit who are not part of the CBP.
- Schedule times to work both independently and as a group, group meetings should occur quarterly, with one required assessment meeting including all participating leaders and members. East and West PLC group leaders must meet at least once per year and base proficiency on the same assessment outcomes. ALL PLC's WILL MEET ON OCTOBER 10, 2014 and March 6, 2015.
- Discuss best practices and implications for instruction. Communicate meeting dates in advance with [ep@eou.edu](mailto:ep@eou.edu).
- Share in leadership responsibilities whenever possible, generally the higher education faculty are lead but the K-12 teacher can also serve in this role,
- Provide support and strategies for each other to promote student success. Remember that this is a collaborative!
- At least annually, or more often if needed, PLC group activities should focus on examination of student work samples and discussion of best practices and implications for instruction,
- Establish a system for documenting group interaction and progress (EPPLC Log, EDMODO, Google Drive),
- Maintain records of group meetings, independent follow-up activities, and progress toward Goals (sign-in sheets, reflections, journal entries, notes, timeline, schedule, etc.), email notes to [ep@eou.edu](mailto:ep@eou.edu), and
- Evaluate the PLC annually.

### PLC Procedures

1. The assigned PLC leader(s) schedules quarterly meetings and notifies ep@eou.edu. Generally these are decided in previous meetings. ALL PLCs will meet on the state in-service days: **October 10, 2014 and March 6, 2015.**



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2. The PLC leader is responsible for setting the meeting agenda with assistance if necessary from the Eastern Promise Executive Director [dmielke@eou.edu](mailto:dmielke@eou.edu). A member of the PLC will be designated as scribe to take notes that will be submitted to the Administrative Assistant [ep@eou.edu](mailto:ep@eou.edu). PLC leader submits all forms, attendance list and notes for the record to [ep@eou.edu](mailto:ep@eou.edu) at the time of the PLC meeting.
3. The EP Administrative Assistant schedules the facilities and arranges meals, equipment, etc. for all meetings taking place at EOU and helps the local PLC co-leader or their designee coordinate PLC meetings that may take place at another site (TVCC, BMCC, IMESD). Submit **ITEMIZED receipts** to [ep@eou.edu](mailto:ep@eou.edu) if PLC leader handles payment.
4. Textbooks-Eastern Promise will provide a **one-time only** assistance with textbooks for schools participation in Eastern Promise Credit by Proficiency classes. Schools send Eastern Promise an invoice for the 10 books.

Some Ideas to Consider in PLC meetings –

### 1. What do you want your students to know? <sup>1-</sup>

- ✓ How will your PLC ensure teachers and students know EXACTLY what is required to succeed (rubrics, norming, measurability)?
- ✓ Do students know the learning target well enough to know their approximate grade before it is transcribed? Is there a way to withdraw without penalty?
- ✓ How will your PLC communicate your course standards and procedures to students/ parents? (syllabus?)
- ✓ Is your CBP assessment rigorous enough to meet college-level proficiency, but not more difficult than college courses? Do the college students take the same test as the high school students? (EP CBP shouldn't give a student an advantage nor a disadvantage.)
- ✓ How will your PLC ensure high school students have reached college-level proficiency on college outcome standards?

### 2. How will you know when they know it?

- ✓ What changes, if any, will be made to the assessments this year? Next year?
- ✓ Is your proficiency assessment tied to a certain textbook? Does it have to be? (EP offers limited funds-ask Laurie)
- ✓ Is the scoring of the assessment manageable and sustainable? Is there capacity for growth?
- ✓ How will you ensure inter-rater reliability within your PLC? (Your "A" is my "A", etc.)





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- ✓ Who will score tests in your PLC? College staff? Everyone? Selected group of veterans? (see black to white continuum below)
- ✓ Is there healthy PLC balance of responsibility? (see black-white continuum)
- ✓ When will your PLC meet next? What will you aim to accomplish?

### 3. What will you do if they don't know it?

- ✓ Do students have time/opportunity to fix non-proficient parts of their assessment?
- ✓ What does the student do if they fail their first attempt at proficiency? Can the student retest later in the school year? How will the PLC communicate that process?

### 4. What will you do if they already know it?

- ✓ Is seat time required for your course to earn credit?

<sup>1</sup> Rick DuFour, 2004 **Schools as Learning Communities** Volume 61 | Number 8 Pages 6-11

**Student Support:** (See also – Student Handbook

<https://www.eou.edu/eastern-promise/files/2014/10/Eastern-Promise-Student-Handbook.pdf>

EOU dual/concurrent credit students are provided access to on-campus support services, including counseling and advising, library services, learning support (tutoring) services, and access to student activities. EOU also works with high schools to ensure that dual/concurrent credit students have access to needed resources on the high school campus.

Learner Support:

1. Regular academic policies applicable to courses taught at the university's main campus also apply to dual/concurrent credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.
2. Students in dual credit courses are eligible to utilize the same or comparable support services that are afforded university students on the main campus. The university is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.
3. Disability services may be provided to students with disabilities and special needs to qualified students. Students requesting reasonable accommodations under the ADA must provide information to the Disability Services Coordinator from appropriately trained professionals, such as physicians, educational diagnosticians, licensed psychologists, psychiatrists, or other qualified professionals. Determining whether students are disabled as defined by the ADA and therefore entitled to reasonable accommodations is based on the



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documentation submitted. Documentation becomes part of students' educational records and is protected under the Family Educational Rights and Privacy Act (FERPA).

### Academic Integrity:

All academic policies applicable to courses taught on EOU campuses shall apply to dual/concurrent credit high school students as outlined in the EOU policies and catalog. As part of the educational process, students will assume responsibility for maintaining academic integrity: all work presented must be that of the individual student alone and unassisted unless specified otherwise in the instructions for assignments. The university PLC lead professor reserves the right to withhold credit for assignments if there is any question regarding the originality of the work

Performed by a student. In such cases, the professor may require the work to be redone or withhold the opportunity to earn credit for the assignment in question. Penalties for cheating and plagiarism include awarding a grade of F in the course to a student identified as cheating or plagiarizing work.

### Family Educational Right to Privacy Act (FERPA):

Students in postsecondary institutions “own” their educational records.  
 Students have the right to inspect and review their educational records.  
 Students have the right to request correction of inaccurate or misleading information.  
 Students maintain the right to restrict disclosure of personally identifiable information.  
All students who register for EOU credit through Eastern Promise are required to complete a “Consent To Release” form.

Students may file a complaint with the Family Policy Compliance Office of the Department of Education if they believe that in institution has violated their rights under FERPA.

### FERPA and Parents

Parents have no automatic right of access to student educational records at the post secondary level. High school students enrolled in college dual/concurrent credit classes are considered to be college students under FERPA in regard to their college classes.  
 Institutions may release non-directory information to parents or court-appointed guardians if the student is claimed as a dependent on the parent/guardian’s Federal Income Tax return.

### **Section IV-Student Checklist**

### **Information for Parents & Students**

#### Overview

Eastern Promise will provide increased access for high school students interested in earning college credits. Classes are delivered in the school by high school teachers, enabling students to earn early college credit. Eastern Promise early college credits also satisfy high school course requirements, similar to dual credit.

For more in-depth information please view our [Eastern Promise Student Handbook](#) .



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## Cost

The current tuition/costs for these classes is \$10 per credit hour.

## Enrollment

Students must be 16 years or older to participate, the state requirement for enrollment in college courses.

## Eastern Promise Registration Process – Proficiency Pathway

### [Eastern Oregon University](#)

#### **Step 1:**

Verify course information with high school instructor.

#### **Step 2:**

Teachers/administrators at the school will then assist their students with completing the [EP High School Registration Form](#). All high school registration forms require a parent signature.

#### **Step 3:**

EOU requires all high school students to fill out the revolving charge form, [Revolving Charge Contract-High School Student](#). This is one time form, and must be signed by the student.

#### **Step 4:**

Teachers/administrators will return all completed forms to:

Eastern Promise – Eastern Oregon University

Attn: Laurie Powell, ZH 119

One University Blvd.

La Grande, OR 97850

541-962-3941 Office

541-962-3036 Fax

Please note, incomplete forms will not be processed.

## **Class Registration Instructions**

Eastern Promise Credit by Proficiency and Dual Credit Students Taking Classes at their High School:

1. Verify the course information with your high school instructor
2. Complete a High School Registration Form [EP High School Registration Form](#)
3. Fill out a Revolving Charge Form (this is a one time form) [Revolving Charge Contract-High School Student](#)
4. Fill out a Consent to Release Information Form [Consent Form-0312](#)
5. **Submit complete and signed High School Registration, Revolving Charge and Consent to Release Information forms to your Instructor**



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### Dual Enrollment New Students

1. Prior to registering for math or writing courses, students must use the computerized [Accuplacer](#) tool. You must meet the required score to be eligible to enroll in college level math and writing.
2. View [Class Schedule](#) on the EOU website for desired attendance term (i.e. Fall 2014)
3. Review the course schedule and complete a High School Registration Form [Non-EP High School Registration Form](#)
4. Fill out a Revolving Charge Form (this is a one time form) [Revolving Charge Contract-High School Student](#)
5. Complete a Consent to Release Information Form [Consent Form-0312](#)
6. **Submit High School Registration, Revolving Charge and Consent to Release Information forms to:**

Eastern Promise – Eastern Oregon University  
Attn: Laurie Powell  
One University Blvd. Zabel Hall Rm. 119  
La Grande, OR 97850

**Completed forms may also be submitted via e-mail to [ep@eou.edu](mailto:ep@eou.edu) or faxed to 541-962-3036**

**At this time, Webster does not have the capability to automatically identify you as a high school student, so it is necessary to register following the above guidelines. If you do not follow this registration process, you may be billed full rate for tuition and fees.**

Please contact Laurie Powell with any questions

### **Eastern Promise**

*Laurie Powell*  
EOU – Zabel Hall 119  
Phone: 541.962.3941  
Email: [ep@eou.edu](mailto:ep@eou.edu)

### **Dual Credit/Concurrent Enrollment**

[Eastern Oregon University](#) has issued a proposal to increase the number of eastern Oregon residents who attend and graduate from college. EOU is committed to providing early college learning opportunities on high school campuses throughout the region.

**Dual credit** and **dual enrollment** will provide discounted tuition rates to high school students who are attending regional high schools located throughout eastern Oregon.



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Dual enrollment is defined as the award of secondary and post-secondary credit concurrently for a course offered in a high school during regular school hours. To receive dual credit, EOU will authorize credit overlay for approved classes taught by qualified instructors at regional high schools. EOU also offers regular and weekend college courses for high school students.

### Important Links

- > [Student Requirements](#)
- > [Important Information for High School Administrators/Counselors](#)
- > [Accuplacer Tool for Math & Writing](#)
- > [Class Registration Instructions](#)
- > [Non-EP High School Registration Form](#) Complete and e-mail to: [ep@eou.edu](mailto:ep@eou.edu)
- > [Revolving Charge Contract-High School Student](#) – EOU requires submission of this form one time. Your registration will be on hold until the form is on file.
- > [Consent To Release Information Form](#) – Oregon law prohibits EOU from releasing student information except with the student’s voluntary written consent.

Our student checklist outlines dual credit/concurrent enrollment procedures and requirements. EOU also provides a dual enrollment pathway template to students providing possible dual credit and concurrent sequencing (See Appendix C – Program Application). High school students will follow the high school sequencing. Dual credit courses at EOU are open to high school students who meet the requirements. Private school, charter school, and home school students are also eligible.

The following steps must be completed by each student prior to registering for courses:

1. Submit Registration form- Students must submit form to the Eastern Promise office
2. Enrollment permission – Parent and School permission is on the registration form.
3. Transcripts- Students will provide EOU with high school transcripts if necessary.
4. Placement- Credit By Proficiency students are not required to submit ACCUPLACER scores. All other concurrent enrolled students must test or prove an exemption in the areas of reading, writing, and math. Exemptions may be based on ACT, SAT, TAKS, STAAR, PSAT, PLAN, or other offered at the university’s testing center.
5. Registration- Dual/Concurrent students aren’t allowed to register for classes on their own without permission from the Eastern Promise office. Eastern Promise will enroll all dual/concurrent students. Students will receive an email with step-by-step instructions upon enrollment in courses (See <https://www.eou.edu/eastern-promise/hs-initiatives/>)
6. Tuition- Students are responsible for paying the tuition by the deadlines posted in the registration guide (some high schools may have earlier deadlines, please check with the HS). Payment may be made in person or online via the student portal.
7. Books and supplies- Students are responsible for purchasing all books and supplies prior to the first day of class. Required resources may be found on the syllabus of each course or at the bookstore. If your school is providing the book then you do not need to purchase



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your own text. If you are required to purchase your own text you can do so through the EOU bookstore online at <https://www.eou.edu/bookstore/>

### **Success 101 & Academic Momentum**

As part of Eastern Promise we are working to increase the “college going culture” of our region. We are doing this through a program we call, “Academic Momentum”. This program has two phases. First, we have a curricular program that is starting with 5th graders. This activity involves students, parents and the schools signing a “compact” that says the student will work toward developing academic habits to prepare them for post-secondary education or training. As a part of this plan, students participate in a visit to the EOU and Community College campuses and get a chance to see what it would be like to be a student at a college/university. Through this commitment on the part of the student, family and school they will begin to form an informal 10-year-plan regarding their projected educational and career future. Continuing on through 6th, 7th, and 8th grades, students and parents will become more acquainted with all the processes and procedures to apply to college, acquire financial aid, and navigate the myriad of dimensions many of us see as common.

Second, when the students enter the 9th grade, they will participate in a formal class that follows a well developed and tested curriculum called “Career Choices”. This is a rigorous class that requires career investigation and a “formal” 10-year-plan. The significance of the 10-year- plan is that your typical high school freshman isn’t really thinking years into the future and how academic decisions made in high school might impact post-secondary education/training and career outlook. Because this class is intense and rigorous, students can earn college credit. This class is utilized at several institutions nationally and has resulted in demonstrated outcomes of increased high school graduation rates and increased college attendance rates.

### **Current AM Regional Growth**

- 17 Districts participating in Academic Momentum program
- 32 Elementary Schools participating
- 5 Middle Schools participating
- 63 Educators trained
- 1809 Eastern Oregon students receiving the Academic Momentum curriculum at the end of the 2013-14 school year.

### **Dual/Concurrent Tuition**

1. High school students enrolled in Credit By Proficiency course pay \$10 per credit hour.
2. High school students enrolled in non CBP dual/concurrent credit will pay \$40 per credit hour
3. High school students enrolled in online EOU classes will pay \$60 per credit hour.



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## Participating Schools

The following schools are currently participating in Eastern Promise programs:

Eastern Promise Schools:

- Adrian High School
- Burns High School
- Burnt River High School
- Cove High School
- Crane-Union High School
- Dayville High School
- Echo High School
- Elgin School District
- Grant Union High School (John Day)
- Griswold High School (Helix)
- Heppner Jr./Sr. High School
- Hermiston High School
- Huntington High School
- Imbler High School
- Ione School District
- Irrigon Jr./Sr. High School
- Jordan Valley High School
- La Grande High School
- Madras High School
- McLoughlin High School (Milton-Freewater)
- Nixyaawii Community School
- Ontario High School
- Oregon City High School
- Pendleton High School
- Pilot Rock Jr./Sr. High School
- Pine Eagle School District
- Prairie City School District
- Riverside Jr./Sr. High School (Boardman)
- Scappoose High School
- Stanfield Secondary School
- Ukiah High School
- Umatilla High School
- Union High School
- Vale High School
- Weston-McEwen High School (Athena)



# PROGRAM HANDBOOK

## Frequently Asked Questions

What is Eastern Promise?

Eastern Promise is a commitment and promise between and among Eastern Oregon University, Blue Mountain Community College, Treasure Valley Community College, and the InterMountain Education Service District to work with, collaborate with, and partner with PK-12 Schools to promote the values of education and to advance the number of students who graduate from High School in rural Oregon ready to attend, and eventually graduate, from a post-secondary educational institution.

How does Eastern Promise support Oregon's 40-40-20 initiative?

The 40-40-20 goal declares that by 2025, Oregon will ensure that 40 percent of adults will have earned a bachelor's degree or higher; that 40 percent of adults will have earned an associate degree or post-secondary credential; and 20 percent of adults will have earned a high school diploma, modified high school diploma or the equivalent of a high school diploma.

The Eastern Promise supports 40-40-20 by:

- Increasing the number of students from rural Oregon who are prepared for and attend college directly from high school;
- Increasing the number of students who obtain the Oregon Transfer Module (OTM) and/or the Associates of Art Oregon Transfer (AAOT) degrees;
- Increasing the number of BMCC and TVCC students who earn degrees or certificates and remain in rural eastern Oregon;
- Increasing the number of BMCC and TVCC students who successfully transfer to EOU or other four-year institutions; and
- Increasing the number of EOU students who graduate with a bachelor's or advanced degree and live in rural Oregon.

What programs and types of credit are available?

Currently, students have three pathways or programs for earning college credit while still in high school. These are: (1) Advanced Placement credit-by-exam, (2) traditional dual credit, and (3) expanded dual enrollment.

The first existing pathway for access to early college credits for Oregon high school students is through Advanced Placement (AP) examinations taken as the culmination of Advanced Placement courses offered in high schools.

The second pathway to early college credit, traditional dual credit, entails high school students earning college credit for specific courses they are taking for their high school credit. Courses offered for dual credit at a given community college or university must 1) be built around the specific learning outcomes for the similar post-secondary course, and 2) must be taught by a high school teacher who meets the specific criteria for serving as an adjunct faculty member at the relevant community college or university.





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The third pathway accessible to Oregon high school students, expanded dual enrollment, centers on offering community college and/or university courses at high schools and at post-secondary sites. This third option holds significant potential for the Eastern Promise, given the ability of EOU, BMCC, and TVCC to offer appropriate programming to rural schools via distance learning technologies.

Taken together, these three existing pathways offering Oregon high school students access to early college credits form an increasingly important resource for efforts throughout the state, whether coordinated under the Eastern Promise or not, toward 40/40/20 goals.

### Introducing the Fourth Pathway

This fourth pathway would allow high school teachers with a master's degree (either in education or in another discipline) to teach high school classes using college-level learning outcomes and a college designated curriculum. At the end of the term, students would be assessed by multiple measurements to demonstrate their competence or "proficiency" in the college-level learning outcomes. If the students' demonstration of proficiency meets the standard at a determined level of mastery, they would be awarded college credits.

Quality would be controlled by aligning the high school classes with the college learning outcomes, using the same teaching materials as the colleges, creating Professional Learning Communities between high school and college instructors, and maintaining confidence the proficiency assessments were safeguarded and current. This program also insures that only high school students with the ability to benefit would be placed in the dual credit courses to help assure a satisfactory rate of success and therefore continued offering of the courses by the provisionally qualified instructor.

Colleges and universities participating in this program would ensure high school instructors were prepared to use the appropriate learning outcomes.

### What are Professional Learning Communities (PLCs)?

Professional Learning Communities (PLCs) are a blend of high school, college and university faculty who are charged with the development and assessment of curricular proficiencies in the Eastern Promise model. These PLCs meet regularly to work on proficiency development and at scheduled times meet to assess the proficiency work of the students.

### Is my school eligible to participate?

Eastern Promise is a partnership between EOU, BMCC, TVCC and IMESD with the objective to 1) build a college going culture in the region and 2) provide early college credit opportunities to student in secondary schools.

Because of these partnerships (EOU, BMCC, TVCC, IMESD) high schools will register for credit classes through their geographical regions:

- BMCC = Umatilla, Baker and Morrow counties
- EOU = Union, Grant and Wallowa counties
- TVCC = Malheur and Harney counties

All high schools in these regions are eligible to participate in Eastern Promise sponsored "credit by proficiency" and dual credit opportunities.



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What is the eligibility criteria for faculty?

To be eligible to be “authorized” to teach credit by proficiency courses through Eastern Promise, high school teachers must meet several requirements:

1. Be approved by their high school administration and their respective partner in higher education (i.e. EOU, BMCC, TVCC)
2. Have taught in the discipline or related subject area for at least three years
3. Have a master’s degree, preferably in their teaching discipline
4. Attend an Eastern Promise training session in their discipline conducted by the appropriate Eastern Promise Professional Learning Community (PLC)
5. Become an active member of the PLC
6. Renew authorization annually, and be willing to allow college and university faculty to assess their performance

What is the eligibility criteria for students?

1. Generally be 16 years of age or a junior in high school
2. Be selected and approved by the high school (administration and faculty) to participate in a credit by proficiency or dual credit activity
3. Be prepared academically (placement tests, prerequisites, etc.) to be successful in college level work

How do I register for courses?

For Eastern Promise participants in credit by proficiency courses that are conducted during the first semester, registration will take place during the college/university winter term.

For second semester classes, registration will take place during spring term.

- [EOU procedure](#)
- [BMCC procedure](#)
- [TVCC procedure](#)

How are courses graded?

All Eastern Promise courses will by default be graded A-F. If individual students choose to take a class as Pass/Fail, they should be aware that these may not be accepted as satisfying university/college requirements at many institutions.

Eastern Promise credit by proficiency courses require a minimum score of 70% to achieve an acceptable passing grade (“C” or better). Students may receive two attempts to achieve a passing score on the proficiency assessment. After two attempts, they will be required to repeat the class and re-register. The two attempts must take place in the term of registration.

If a student receives a grade of “D” or “F” on the proficiency assessment, this grade will remain on their transcript unless they re-register and achieve a passing score (70% or



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better). A repeat must be completed at the same college or university to receive a change of grade on a transcript.

How can I get involved?

[Contact Eastern Promise](#) or your local school officials.