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COVID-19 and Delivery of Postsecondary Coursework through Dual Credit/Sponsored Dual Credit/Assessment Based Learning Programs: Questions and Answers

This guidance applies to public student enrollments through a school district into postsecondary coursework in Dual Credit (DC), Sponsored Dual Credit (SDC), and Assessment Based Learning (ABL) programs, and is also recommended for private high schools partnering directly with a community college or university to offer DC/SDC/ABL coursework.

Q. As high school courses move to P/NP grading for the remainder of the academic year during this pandemic, what does the move mean for the grading of high school based college courses offered in partnership with Oregon public institutions? Are the college courses also required to be P/NP?

A: The college course grading, including whether the course will be available for P/NP, is decided on a case by case basis by the college or university. Teachers are allowed to award letter grades for college courses taught in the high school where the college or university partners have retained letter grades in their courses, while the student receives a pass/incomplete on their high school transcript.

Q. If a school district closes, but the postsecondary institution continues delivering coursework, is a high school student expected to continue to participate in the postsecondary course if enrolled through DC/SDC/ABL?

A. Yes. Even though the student is/was also receiving high school credit, the course is ultimately a postsecondary course and the partnership will determine expectations for the postsecondary credit. The student should continue to participate in the course and the partnership should continue to support students in continued learning according to ODE's [Distance Learning for All](#) guidance.

Q. How is a high school student, who previously participated in the postsecondary course delivered at a high school, expected to continue to access the course if the school district is closed?



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A. Due to the temporary closure of Oregon schools, the student should access the course according to alternative arrangements established by the postsecondary institution. The postsecondary institution should partner with the school district in establishing alternative arrangements for high school students enrolled in a postsecondary course to ensure options are equitable for all high school students.

Q. What supports are available to a high school student enrolled in a postsecondary course through DC/SDC/ABL partnerships if the school district is temporarily closed?

A. High school students enrolled in postsecondary coursework through a partnership are considered to be registered students of the postsecondary institution, and would therefore have access to academic support services through the postsecondary institution. If a school district is temporarily closed, the postsecondary institution should take steps to ensure students are made aware of available supports and instructional delivery formats (online, remote, etc.).

Q. Can a high school student decide to drop a postsecondary course?

A. Yes. A high school student may decide to drop a postsecondary course during the COVID-19 disruption in learning. The student would drop the postsecondary course according to the established drop/withdrawal policies of the postsecondary institution. During this time, higher education institutions are encouraged to develop flexible drop/withdrawal policies for high school students that align with college student policies for the same term.

Q. What accommodations, if any, must be provided by the postsecondary institution if a student with an Individual Education Plan (IEP) continues participating in a postsecondary course while the district is temporarily closed?

A. Institutions of higher education use different decision-making processes when determining whether an accommodation is appropriate for an individual. If a student with an IEP chooses to continue to participate in a postsecondary course, the college accommodations team should review the student's documentation including the IEP to ensure that the necessary accommodations, supports and services can continue to be provided.

Q. How will a withdrawal from a postsecondary course impact future financial aid eligibility?

A. Course withdrawals, incompletes, failing grades, etc., can impact future college financial aid eligibility. A student should consult the financial aid office of the postsecondary institution they plan to attend regarding the impact of 2020 course withdrawals on future financial aid eligibility. During this time, higher education



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institutions should extend any flexible withdrawal, incomplete, and course grade and completion deadlines for college students, to their high school enrolled students as well.

Q. Can a partnership modify, temporarily or otherwise, course withdrawal policies for students who wish to drop the postsecondary course?

A. Yes. This should be determined locally with consideration given to whether all students can successfully complete the postsecondary course through the alternative arrangements established by the postsecondary institution. The [standards](#) support a key alignment: the high school students receive comparable academic arrangements as the college students.

If an institution decides to modify policies, it must do so for all students and course offerings equitably. Postsecondary institutions and high schools should actively engage with each student and work together to ensure there is no educational harm due to this pandemic.

Q. If the postsecondary institution extends the academic term in order to make up lost instructional time, can a postsecondary course taught at a high school extend beyond the end of the 2019-2020 school year?

A. Yes, it is possible for the course to be delivered with alternative end dates determined by the partnership.

Q. Will there be changes to the State Standards for DC/SDC/ABL to help facilitate high school student completion of their college coursework?

A. No. The [standards](#) support a key alignment: the high school students receive comparable academic arrangements as the college students.



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