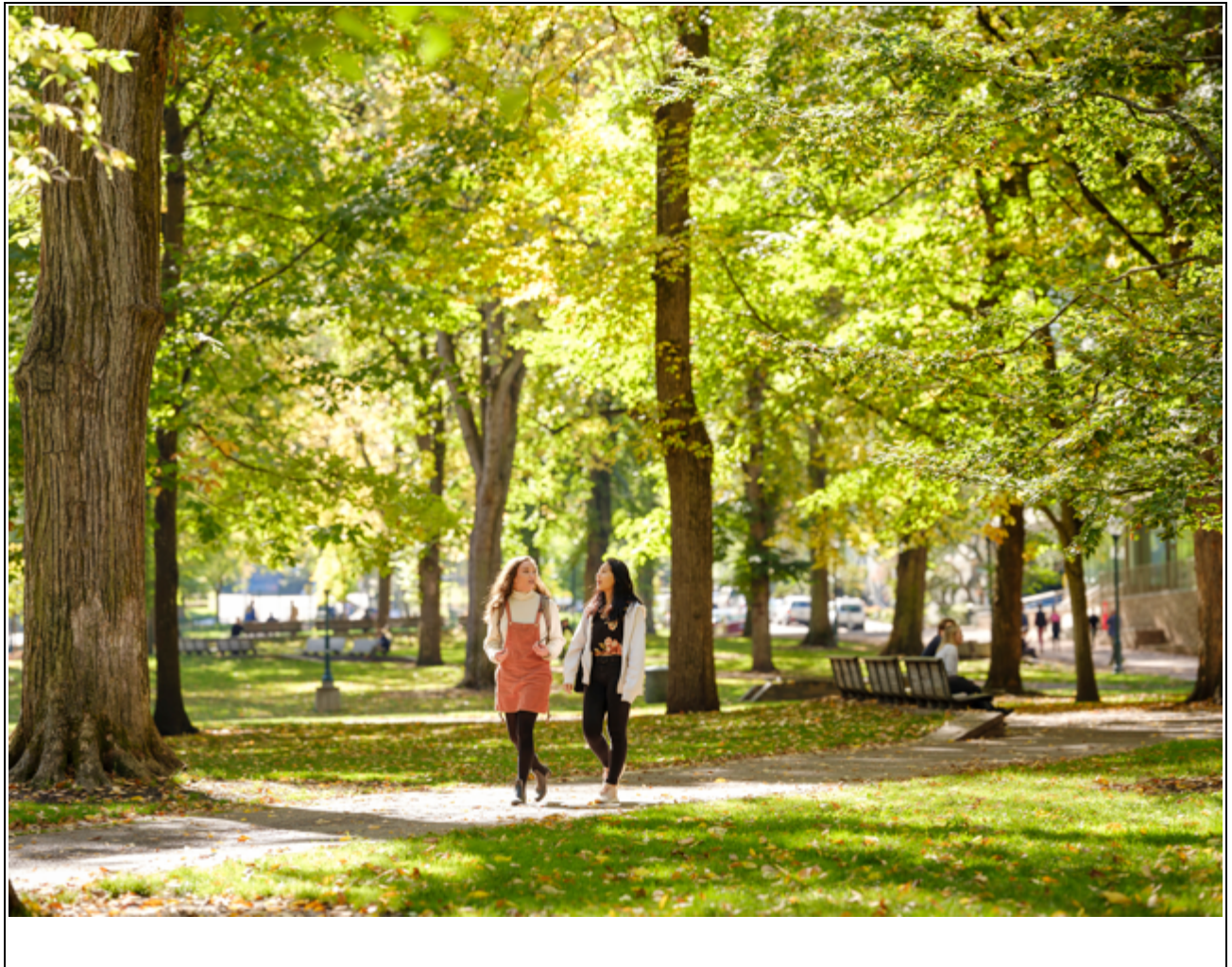




**Portland State**  
UNIVERSITY  
**CHALLENGE PROGRAM**

# **2020-21 Procedures Manual**

## **For Instructors, Administrators, and Faculty**





## Introduction

Portland State University's Challenge Program is a partnership between the University and greater Portland metropolitan area high schools. Through the Challenge Program, high school seniors can take regular Portland State University courses in their own schools.

This booklet has been published to help explain the governance of the Challenge Program: to clarify roles and responsibilities vital to the long-term success of this collaborative partnership, to articulate processes, and to improve communication between high schools and PSU.

We welcome suggestions and comments so that the Challenge Program will continue to evolve in a way that is most beneficial to students, teachers, and faculty. We value your support and will continue to work to maintain trust and a sense of common purpose.

For those high school teachers and administrators who are just being introduced to Challenge, I encourage you to contact me to set up a meeting so I can answer your specific questions and go over the details of the program.

Best regards,

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## Best Practices

**Keep focused on the goal.** Challenge is committed to providing students with a substantive and authentic college experience, academically and culturally. Challenge students are held to college expectations and meet course-learning outcomes that ensure readiness for the next level coursework.

**Engage academic departments from the start.** The Challenge Program was approved in the Faculty Senate in 1976, at which time it was mandated that it remain within an academic unit. The program resides within the College of Liberal Arts and Sciences, under which are housed the majority of the departments that participate in Challenge.

All curricular governance belongs to our departments; they are accountable for the credit they confer. The administration's respect for this approach enables departments to trust the integrity of the program and the rigor of the courses. To facilitate collaboration, Challenge meets at least annually with its faculty participants as a group and informally throughout the year.

**Institutionalize and routinize ways to connect faculty and high school instructors to build partnership relationships and a culture of collaboration.** Every high school instructor in Challenge has a faculty partner who is that instructor's primary contact in the department. They meet initially to go over syllabi, review textbooks, understand grading scales and share assessments. Faculty partners visit the high school classroom once a quarter/semester and will contribute to the class in whatever way the partners have decided would be most valuable (observation, guest lecture, work with small student group, or read portfolios).

Along with faculty partners, a department coordinator is responsible for creating two professional development workshops within the department for the instructors and faculty partners in their discipline. For safety reasons, these may be held remotely via virtual meeting platforms this year. When it's safe to resume in person meetings, these workshops will include a lunch to which other faculty members are invited in order to extend the relationships within the department. The workshops reconnect instructors to their content area and build a supportive professional learning community. This connection to a department underscores an instructor's identity as a PSU adjunct, which can support that instructor's ability to create a college culture in the classroom.

**Hold teachers and students to a college standard.** These are college courses, not college prep. The University's primary job is to deliver a college course equivalent to the campus course; the high school's primary job is to get students ready for accelerated learning opportunities (long before forecasting into Senior Year). Challenge offers catalog-listed general requirement courses that exceed regular high school curriculum in Computer Science, English, Geology, History, Honors, Math, and World Languages.

In most cases (depending on the teacher and the course) we reserve participation to Seniors. Seniors are more likely to be ready developmentally and academically for college courses. Younger students are the exception, not the policy, and some courses are more appropriate than others for them (e.g., computer science and math vs. humanities courses). Focusing on building strong foundations and high expectations helps ensure success once credit is involved.

**Build a college culture.** We require a majority (minimum 60%) of the class to be enrolled for credit. Current practice is often to partner a dual credit course with AP or IB, but this can dilute the experience of each of these accelerated learning pathways. The notion of something for everyone is good in theory but has resulted in a “pay for credit” mentality rather than a college course identity.

We encourage our classes to visit campus when it’s safe to do so. These are emboldening experiences for our students, as they learn to navigate comfortably and envision themselves as full-time college students. To facilitate campus visits, Challenge helps with the logistics and planning and reimburses the school for the substitute teacher and for transportation costs. Visits often include a welcome by faculty partners and a library session where students learn how to use research tools.

**Require evidence of readiness.** We want students to succeed. As a measure of readiness, Challenge students are required to have a 3.0 cumulative GPA, which is a better indicator of work ethic and effort than an exam score and is the PSU requirement for fully admitted students.

## Overview: Offering a New Challenge Course

- An interested high school instructor or administrator makes an initial inquiry to the Challenge Office.
- The Challenge Director follows up on the inquiry to establish how much the inquirer already knows, directs them to the Procedures Manual if they've not yet looked at it, and requests a CV and a copy of academic transcripts. If, once these are received, it is clear the instructor does not meet qualifications, the Director will inform the instructor. More typically, the Director will forward the transcripts and CV to the academic department to assess alignment with requirements. The department will decide whether or not the applicant is accepted. The department may also work with the applicant toward eligibility if that is reasonable. In this case, the Director, Faculty Coordinator, and interested instructor typically set up a meeting to discuss possibilities, or at this point, the instructor may decide not to pursue a path of continued course work.
- With department approval, the instructor receives a Letter of Acceptance from the Challenge Director that confirms the name of the faculty partner, any required training, and mandatory attendance at workshops.
- Courses are regular catalog-listed, 100-200-level courses (with some more advanced Math and World Languages courses.) [Courses Offered, page 17]. Some are taught in sequences corresponding to PSU's fall, winter, and spring terms (most World Languages, all Honors courses, and some History courses), most overlay the high school semester, and a few overlay the academic year, depending on what the high school and the PSU department require. This year, in response to remote teaching and learning, many courses are mapped to high school quarters. Some courses are taught in a single quarter while others span two quarters.
- Courses follow the PSU syllabus or a department-approved syllabus and use a department-approved textbook. The participating school agrees to list the Challenge course by its PSU title in the Student Course Planning Guide.
- A new instructor will meet, prior to teaching the PSU course, with their PSU faculty partner and the Director, for an orientation. The orientation covers syllabus, texts, assessment and grading standards, and administrative procedures. It may also include a visit to the class taught on campus. For new instructors lacking the required experience for teaching the PSU course, some disciplines will require additional meetings, courses, or a mentoring program [Instructor Eligibility & Training, page 8].
- Challenge staff is available to visit schools to meet with students/parents to explain the program. This can be particularly useful during forecasting time and at back-to-school nights. If in-person meetings aren't possible, Challenge staff can join virtual meetings/classrooms upon request.
- Before the start of each academic year, instructors receive an email with their annual letter of appointment and paperwork from the PSU HR Department. They sign and

return the paperwork via DocuSign. New instructors without a PSU ID number will be issued one, enabling them to have computer services and library access.

- Instructors email their current syllabus to the Challenge Office.
- The instructor provides instructions to students and facilitates the online admissions, registration, and payment process for eligible students.
- Students complete the online dual credit application, which includes setting up their PSU computer accounts. They register and pay at the beginning of each term. Fees are nonrefundable and due at the time of registration. [Registration & Payment Procedures, page 23].
- Classes that are 100% enrolled may take full advantage of PSU's electronic classroom management tool, Desire2Learn (D2L). Instructors interested in this should notify the Challenge Office [Computer Accounts, page 30].
- The instructor will be prompted by the Challenge Program to submit grades at the end of each PSU quarter or at designated dates to correspond with high school semesters or the end of the academic year [Grading, page 27].
- Students may order official PSU transcripts once grades have been recorded. There is a detailed explanation on transcripts and transferring credit in their handbooks and on our website, at <https://www.pdx.edu/challenge-program/credit-and-transcripts>
- Students complete a course evaluation (the same one used for the course taught on campus) at the end of each term. These are made available for instructors to review. Evaluation instruments are posted on our website.

## Instructor Eligibility & Training

In all cases, approval of program Instructors is consistent with the selection process employed by University departments in appointing part-time faculty for on-campus classes. Certification to teach may be made contingent upon completion of additional graduate coursework, field experience, or a program of structured independent study. In individual cases, an instructor may be granted provisional certification; training must be completed within a specified timeframe.

Specific department policies for Challenge Program instructors follow, by department.

### Computer Science Department

Credentials for a Challenge Program Computer Science Instructor:

- A master's degree
- At least two years of experience teaching Computer Science.

In cases where there are fewer years of experience, the department may consider other experience or credentials (such as a MS degree in Computer Science) or develop an individualized plan for additional experience.

New Challenge Instructors *with fewer than 2 years* of experience teaching high school Computer Science will be required to complete the Minor in Computer Science sequence (CS162-202). Tuition assistance may be available through Challenge.

Training: All new Computer Science Challenge Instructors will participate in an orientation, given by the new instructor's faculty partner, which includes examination of the content of the PSU course syllabi and discussion of the textbook scope and sequence for the courses. Further, using classroom materials for the PSU courses (exams, quizzes, homework, etc.), the orientation will center on discussions of curricular, pedagogical, philosophical, and assessment issues (including grading standards) that delineate expectations for student learning in a college-level Computer Science class as well as discussion about the particular challenges of teaching these courses within a high school environment. In addition, all new Challenge Computer Science Instructors will meet with the Challenge Program Director for a training session to go over program administrative procedures.



## English Department

Credentials for a Challenge Program *COMPOSITION* Instructor (three possibilities):

1. A master's degree in English with a minimum of two graduate courses in Rhetoric and Composition Studies, one of which is equivalent to PSU's ENG 514 Contemporary Composition Theories and the other equivalent to ENG 513 Teaching and Tutoring Writing and two years of experience teaching in the subject area. Where there are fewer years of experience, the department may consider other experience, such as teaching as a Graduate Assistant, or arranging to take ENG 504 Reading and Conference courses that are equivalent to those courses, or developing an individual plan for additional experience. Tuition assistance may be available through Challenge.

OR

2. A master's degree equivalent to PSU's MFA in Creative Writing with a minimum of two graduate courses in Rhetoric and Composition Studies, one of which is equivalent to PSU's ENG 514 Contemporary Composition Theories and the other equivalent to ENG 513 Teaching and Tutoring Writing, and two years of experience teaching in the subject area. Where there are fewer years of experience, the department may consider other experience, such as teaching as a Graduate Assistant, or arranging to take ENG 504 Reading and Conference courses that are equivalent to those courses, or developing an individual plan for additional experience. Tuition assistance may be available through Challenge.

OR

3. A master's degree in Education and a minimum of four graduate courses in English: two to be determined in consultation with the department Challenge Coordinator and two graduate courses in Rhetoric and Composition Studies, of which one is ENG 514 Contemporary Composition Theories, and two years of experience teaching in the subject area. The other course may be one of the following: ENG 513 Teaching and Tutoring Writing or arranging to take ENG 504 Reading and Conference courses that are equivalent to those courses, or developing an individual plan for additional experience. Whenever possible, these courses should be completed prior to teaching in Challenge; because they are not offered every year, the department will determine a timeline on a case-by-case basis. Tuition assistance may be available through Challenge.

**Training:** All new Challenge instructors of Composition who have not already taken additional coursework or training will participate in an orientation, given by the new instructor's faculty partner, which includes examination of the content of the PSU course syllabi and discussion of the textbook scope and sequence for the courses. Further, using classroom materials for the PSU courses (exams, quizzes, homework, etc.), the orientation will center on discussions of curricular, pedagogical, philosophical, and assessment issues (including grading standards) that delineate expectations for student learning in a college-level English class as well as discussion about the particular challenges of teaching these courses within a high school environment. In addition, all new Challenge Composition instructors will meet with the Challenge Program Director for a training session to go over program administrative procedures.

Credentials for a Challenge Program *LITERATURE* Instructor:

- A master's degree equivalent to PSU's MA degree in English.
- At least two years of experience teaching in the subject area.

In cases where there are fewer years of experience, the department may consider other experience (such as teaching as a Graduate Assistant) or develop an individualized plan for additional experience. Tuition assistance may be available through Challenge.

Training: All new Challenge Literature instructors will participate in an orientation, given by the new instructor's faculty partner, which includes examination of the content of the PSU course syllabi, and discussion of the textbook scope and sequence for the courses. Further, using classroom materials for the PSU courses (exams, quizzes, homework, etc.), the orientation will center on discussions of curricular, pedagogical, philosophical, and assessment issues (including grading standards) that delineate expectations for student learning in a college-level Literature class as well as discussion about the particular challenges of teaching these courses within a high school environment. In addition, all new Challenge Literature instructors will meet with the Challenge Program Director to go over program administrative procedures.

## **Geology Department**

Credentials for a Challenge Program Geology Instructor:

- A master's degree in Geology / Earth Science, or equivalent.
- At least two years of experience teaching Geology, Earth Science, or a related subject.

In cases where there are fewer years of experience, the department may consider other equivalent experience. The two-year teaching requirement may be waived on a case-by-case basis under the written recommendation of the principal at the teacher's current high school.

Training: All new Challenge instructors of Geology will participate in an orientation, given by the new instructor's faculty partner, which includes examination of the content of the PSU course syllabi and discussion of the textbook scope and sequence for the courses. Further, using classroom materials for the PSU courses (exams, quizzes, homework, etc.), the orientation will center on discussions of curricular, pedagogical, philosophical, and assessment issues (including grading standards) that delineate expectations for student learning in a college-level Geology class.

In addition, all new Challenge Geology instructors will meet with the Challenge Program Director to go over program administrative procedures.

## History Department

Credentials for a Challenge Program History Instructor:

- A master's degree equivalent to PSU's MA or MAT/MST degree in History.
- At least two years of experience teaching in the subject area.

In cases where there are fewer years of experience, the department may consider other experience (such as teaching as a Graduate Assistant) or develop an individualized plan for additional coursework. In the latter case, Challenge may be able to assist with tuition.

**Training:** All new Challenge instructors of History will participate in an orientation, given by the new instructor's faculty partner, which includes examination of the content of the PSU course syllabi and discussion of the textbook scope and sequence for the courses. Further, using classroom materials for the PSU courses (exams, quizzes, homework, etc.), the orientation will center on discussions of curricular, pedagogical, philosophical, and assessment issues (including grading standards) that delineate expectations for student learning in a college-level History class.

In addition, all new Challenge History instructors will meet with the Challenge Program Director for a training session to go over program administrative procedures.

*Challenge History instructors are expected to participate, with their classes, in the annual PSU Young Historians Conference.*

## Honors College Freshman Seminar: The Global City

Credentials to teach the Honor's Freshman Seminar Sequence: The Global City:

- A master's degree equivalent to PSU's MA or MAT/MST degree in discipline of expertise.
- At least two years of experience teaching courses in area of disciplinary expertise.
- At least two years of experience teaching writing intensive courses (e.g. courses requiring a research paper or similar extended analytical paper).

**Training:** All new Challenge instructors will participate in an orientation prior to teaching the course. The orientation will focus on the curricular, pedagogical, and philosophical goals of the course and guide instructors in choosing the content and themes they will cover when designing their own "Global City" offering. The Honors College's freshman sequence, "The Global City," does not require specific content. Rather, we ask instructors to model for students how academics in their discipline might approach the study of "global cities" using the methodologies and theoretical frameworks appropriate to their discipline. This leaves a degree of latitude for individual instructors to choose the texts to use, themes to cover, classroom activities, and similar elements in the design of their version of the course. The ability to model the scholarly work required to study a particular subject is of greater concern than the actual content covered in the course. Hence, this course could be taught with different content by an historian, or an ecologist, or an anthropologist.

The instructor will meet with their Honors College faculty partner to evaluate the final syllabus and ensure that it adheres to the goal of modeling how scholars conduct academic research in a chosen discipline.

The “Global City” sequence is designed to offer a specific set of writing skills. Therefore, all instructors are required to be able to provide assignments that will teach the students those skills and give them the opportunity to rehearse them in multiple activities. Whereas there is flexibility in the course content offered in “Global City” courses, all versions are expected to develop the same sets of writing skills. The orientation will explain these writing skills and provide guidelines for assessments and grading standards that delineate expectations for students learning in a college-level freshman Honors course.

Challenge “Global City” instructors will also meet at least once per term with their Honors College faculty partner for planning and review.

In addition, all new Challenge “Global City” instructors will meet with the Challenge Program Director for a training session to go over program administrative procedures.

## **Math Department**

Credentials for a Challenge Program *CALCULUS* Instructor:

- A master’s degree equivalent to a PSU MS or MST degree in mathematics.
- At least two years of experience teaching high school calculus.

Training: A new Challenge Calculus instructor with 2 or more years teaching experience in high school calculus will participate in an orientation session with the Challenge Math Faculty Coordinator prior to teaching Challenge Calculus. The session will examine the mathematical content of the PSU MTH 251 and 252 calculus syllabi and discuss textbook scope and sequence for the courses. Further, using classroom materials for PSU Calculus classes (exams, quizzes, homework and computer lab assignments, etc.), the orientation will center on discussions of curricular, pedagogical, philosophical, and assessment issues (including grading standards) that delineate expectations for student learning in a college-level Calculus class.

Instructors with fewer than 2 years of experience teaching high school Calculus will enroll in and complete the PSU Calculus I Mentoring course, MTH 504, in the summer prior to first teaching Calculus through the Challenge Program. The new instructor, the Challenge Math Faculty Coordinator, and the Challenge Director will make the choice of mentor jointly. Challenge may be able to assist with tuition. The new instructor is encouraged to also enroll in the summer Calculus II mentoring course, or must participate in a 1-day orientation with the Challenge Calculus Faculty Coordinator in late December or early January of the first year of teaching in the program in a session that deals specifically with Calculus II.

In addition, all new Challenge Calculus instructors will meet with the Challenge Program Director for a training session, to go over program administrative procedures.

Credentials for a Challenge Program *STATISTICS* Instructor:

- A master's degree equivalent to a MS or MST degree in Statistics from PSU or to a MS or MST in Math from PSU with 24 hours of graduate credits in approved statistics courses.
- At least two years of experience teaching statistics.

Training: A new Challenge Statistics instructor who comes into the program with 2 or more years teaching experience in high school Statistics will participate in an orientation session with the Challenge Statistics Coordinator prior to teaching Challenge Statistics. The session will examine the content of the PSU STAT 243 and STAT 244 syllabi, and discuss textbook scope and sequence for the courses. Further, using classroom materials for PSU Statistics classes (exams, quizzes, homework and computer lab assignments, etc.), the orientation will center on discussions of curricular, pedagogical, philosophical, and assessment issues that delineate expectations for student learning in a college-level Statistics class.

Instructors with fewer than 2 years of experience teaching high school Statistics will enroll in and complete the PSU Statistics 243 Mentoring course, STAT 504, in the summer prior to first teaching Statistics through the Challenge Program. The new instructor, the Challenge Statistics Faculty Coordinator, and the Challenge Director will make the choice of mentor jointly. Challenge may be able to assist with tuition. The new instructor is encouraged to enroll in the summer STAT 244 mentoring course, or must participate in a 1-day orientation with the CP Statistics Faculty Coordinator in late December or early January of the first year of CP teaching that deals specifically with STAT 244.

In addition, all new Challenge Statistics instructors will meet with the Challenge Program Director to go over program administrative procedures.

## **World Languages and Literatures Department**

Credentials for a Challenge Program World Languages Instructor:

- A master's degree equivalent to PSU's MA or MAT degree in the world language (Chinese, Spanish and French).
- Experience teaching a course equivalent to CHN 201, 202, 203, SPAN 201, 202, 203, SPAN 201H, 202H, 203H, or FR 201, 202, 203 for at least one year (4<sup>th</sup> year of high school foreign language is roughly equivalent to 2<sup>nd</sup> year college).
- Approved instructional materials and a pedagogical program PRIOR to final acceptance in the program.

Training: All new Challenge instructors of Spanish, Chinese, or French will participate in an orientation, given by the new instructor's faculty partner, which includes examination of the content of the PSU 201, 202, and 203 syllabi and discussion of the textbook scope and sequence for the courses. Further, using classroom materials for PSU Chinese, Spanish, or French (exams, quizzes, homework, etc.), the orientation will center on discussions of curricular, pedagogical, philosophical, and assessment issues (including

grading standards) that delineate expectations for student learning in a college-level foreign language class.

In addition, all new Challenge World Language Instructors will meet with the Challenge Program Director for a training session to go over program administrative procedures.

New Challenge instructors with fewer than 2 years of experience teaching high school Chinese, Spanish or French will be required to:

- Attend a CHN 203, SPAN 203, or FR 203 class in the spring of the year PRIOR to teaching the sequence at the high school.
- Enroll and complete the PSU World Language methodology course WLL 598, in the first year of participation in Challenge.

**In all cases, tuition assistance may available through Challenge.**

## Instructor Responsibilities

- Return all instructor documents (PSU Courtesy Appointment letter, volunteer forms, info update, etc.) at the beginning of the applicable term/academic year.
- Facilitate the online registration process by providing clear instructions, answering questions, referring students to us when required.
- Provide an electronic syllabus at the start of each course that follows PSU guidelines, including a PSU logo, goals/expectations, and assessment and grading information.
- Set college level expectations and hold your students accountable (meeting deadlines, advocating for themselves, etc.).
- Attend the two annual departmental professional development workshops. Veteran instructors may miss an occasional workshop without repercussion; new instructors must make every effort to attend both annually the first two years. Missing both workshops the first year will result in probation the 2<sup>nd</sup> year. Probation will be lifted upon attendance at both workshops the 2<sup>nd</sup> year. In similar fashion, attending only one workshop two years running will result in probation the third year. Probation will be lifted upon attendance at both workshops the third year. Instructors will be reminded, at every absence, of the risk of nonattendance. If a teacher does not meet the probation requirements, the Director and Faculty Partner will decide what action to take, including termination.
- Notify the Challenge Office if you will be out of the classroom for more than two weeks so that we can determine the best way to support your students in your absence.
- Be responsive to your Faculty Partner when trying to schedule classroom visits.
- Work with your Faculty Partner on appropriate activities for a classroom visit.
- Provide your partner with assessment examples (exams, graded assignments) to document assessment equivalency with PSU.
- Refer your students to our office for issues dealing specifically with PSU policy or questions about records/transcripts/credit.
- Make a campus visit a priority for your class; we will help with this, including reimbursing your school for a substitute teacher and if needed, helping with transportation costs.

## Faculty Partner Responsibilities

- Support the instructor in a positive and collegial manner.
- Provide a new Challenge instructor with a detailed orientation prior to teaching in the Challenge Program to familiarize the instructor with the course syllabus, textbook scope and sequence and expectations for student learning in a college-level course.
- Visit classrooms at least once a quarter/semester and submit a short site visit report to the Director. Site visits may include co-teaching, observing, talking with students or going over student portfolios--depending on what the instructor and coordinator determine to be most useful.
- Work with the Challenge Program Director to collect syllabi, course materials used for the course, copies of midterms and finals, copies of assignments, and other pertinent information for purposes of documenting course learning and assessment equivalency.
- Bring classroom or instructor issues to the Director's attention. Work with the Director on an appropriate response to the issue, which might include meetings with both administrators and the teacher, additional support, or a phase-out period if supportive solutions are not effective.
- Plan and participate in the workshops, training programs, and campus visits.



## Courses Offered

Only courses specifically listed and described in the current Portland State University catalog are offered under the program. **Please note required and recommended prerequisites.** Challenge offers courses that exceed regular high school curriculum; typically at the 100-200 college level, for 4 credits, that include (but are not limited to) the following:

### COMPUTER SCIENCE:

- **CS 161** Introduction to Programming and Problem-Solving (4). Introduction to fundamental concepts of computer science. Problem solving, algorithm and program design, data types, loops, control structures, subprograms, and arrays. Learn to write programs in a high level programming language. Surveys current social and ethical aspects of computer science. **Recommended prerequisite: MTH 111.**
- **CS 162** Introduction to Computer Science (4). The goals of this class are to teach the syntax of C++ to students who already know how to program. Students are expected to be proficient at using conditionals, I/O, loops, and functions with arguments. Topics include conditionals, I/O, files, functions, classes, pointers, dynamic memory, linear linked lists, and multi-dimensional arrays in C++, as well as program correctness, verification, and testing. PSU proficiency lab testing administered by PSU faculty. **Prerequisite: CS161 or prior programming experience equivalent to CS161.**

### ENGLISH: WRITING

- **WR 121** College Writing (4). A writing course for lower- division students, in which they develop critical thinking abilities by reading and writing, increase their rhetorical strategies, practice writing processes, and learn textual conventions. Includes formal and informal writing, responding to a variety of readings, sharing writing with other students, and revising individual pieces for a final portfolio of work.
- **WR 222** Writing Research Papers (4). The techniques for compiling and writing research papers. Attention to available reference materials, use of library, taking notes, critical evaluation of evidence, and conventions for documenting academic papers. Practice in organizing and writing a long expository essay based on use of library resources. **Recommended prerequisite: WR 121. An elective course; may not be used to fulfill PSU English major requirements.**
- **WR 228** Media Writing (4). An introductory course in media reporting and writing. Focus on identifying newsworthiness, writing leads, constructing news stories, interviewing, and attributing quotes. Students learn to gather local news, writing some stories in a computer lab on deadline. **Expected preparation: WR 121.** May be repeated once for a total of 8 credits.

**ENGLISH: LITERATURE**

- **ENG 107** Introduction to World Literature (4). An introduction to significant literary works from different regions, cultures, and periods.
- **ENG 204, 205** Survey of English Literature (4, 4).  
**ENG 204:** Beowulf to Milton;  
**ENG 205:** Enlightenment through Victorian period.
- **ENG 253, 254** Survey of American Literature (4, 4). American literature from its beginnings to present.

**GEOLOGY:**

- **G 201** Dynamic Earth: Interior (3) and **G204** (1) Lab. Explores the Earth's structure and composition, why continents and oceans form, and how plate tectonics provide a unifying model to explain geological observations. Topics include the concept of deep time, the relationship between geology and topography, plate tectonics, volcanism, earthquakes, magnetism, rocks and minerals, mountain building, basin formation.
- **G 202** Dynamic Earth: Surface (3) and **G205** (1) Lab. Explores how weather and climate alter the Earth's surface and landscapes over time due to rock weathering, mountain building, the action of streams, glaciers, wind, and ocean waves and currents. Embedded in these topics is the discussion of human practices impacting the natural environment. This is the second course in a sequence of two: G 201 and G 202.

**HISTORY:**

- **HST 101, 102, 103** History of Western Civilization (4, 4, 4). Survey of the origins and development of Western civilizations. HST 101: Antiquity to Renaissance; HST 102: Late Medieval to Enlightenment; HST 103: Enlightenment to present.
- **HST 104, 105, 106** World History (4, 4, 4). A survey of world history from earliest times to the present, combining both chronological and thematic approaches. HST 104: Origins- 1000 CE; HST 105: 1000-1600 CE; HST 106: 1500 CE-present.
- **HST 201, 202, 203** History of the United States (4, 4, 4). General survey of United States history. HST 201: colonial era to 1840; HST 202: 1840 to 1914; HST 203: 1914 to present.

**HONORS COLLEGE:**

- **HON 101, 102, 103** Freshman Seminar: The Global City (5, 5, 5). This year-long (three terms) sequence introduces ways to think critically about the urban environment and the interdependence between the city and the global world. It begins the study of representations and perceptions of the city, the city in historical context, and the processes that shape the city's geopolitical manifestations. *Prerequisite: Restricted to Seniors who have a recommendation from the instructor.*



**MATHEMATICS AND STATISTICS:**

- **MTH 251, 252, 253** Calculus I, II, III (4, 4, 4). Differential and integral calculus of functions of a single variable, analytic geometry, infinite series and applications. *Prerequisite to MTH 251: high school pre-calculus or PSU MTH 112 (preferably with a grade of B or higher). PSU calculus courses must be taken in sequence.* [Note: Challenge typically teaches just Calc I and Calc II, matched to a high school's two semesters.]
- **MTH 254** Calculus VI (4). An introduction to differential and integral calculus of functions of several variables and applications. *Prerequisite: MTH 253 (or MTH 252 and MTH 261).*
- **MTH 255** Calculus V (4). Further study of multiple integrals, line and surface integrals, Green's theorem, Stokes' theorem, the divergence theorem, and applications. *Prerequisite: MTH 254.*
- **MTH 261** Introduction to Linear Algebra (4). Systems of linear equations, linear transformations, matrix algebra, vector spaces, and determinants. *Prerequisite: MTH 251.*
- **MTH 346** Number Theory (4). A presentation of the properties of numbers as found in the theory of divisibility, congruence, diophantine equations, continued fractions, and algebraic numbers. *Prerequisites: MTH 252, MTH 261.*
- **MTH 356** Discrete Mathematics (4). Topics in discrete mathematics, including propositional logic, sets, relations, inverse functions, divisibility, induction, recurrences, inclusion-exclusion, permutations, combinations, graphs, graph coloring, and applications. Expected preparation: **MTH 253, MTH 261.**
- **STAT 243, 244** Introduction to Probability and Statistics (4,4). A basic sequence in statistical analysis including presentation of data probability, probability distributions, sampling distributions, estimation, tests of significance, experimental design and analysis of variance, regression and correlation, nonparametric statistics, selected topics, applications, and use of statistical computer packages. A broad nontechnical survey designed primarily for non-math students who need to utilize the subject in their own fields. Not approved for major credit. This is a sequence of two: STAT 243 and STAT 244 which must be taken in sequence. *Prerequisite for STAT 243: Completion of MTH 095 a grade of C- or above within the last year, or passing at the necessary level on the mathematics placement test within the last year (see Math Department webpage at mth.pdx.edu for information). The Challenge Program strongly recommends successful completion of pre-calculus. Prerequisite for STAT 244: STAT 243.*



**WORLD LANGUAGES AND LITERATURES:**

- **CHN 201, 202, 203** Second-Year Chinese (5, 5, 5). Continued work in Mandarin, with emphasis on mastering all basic grammatical structures, developing conversation skills, and building vocabulary in characters with correct pronunciation. Sequence of three: CHN 201, CHN 202, and CHN 203. *Expected preparation: CHN 103 Students expected to follow the sequence.*
- **FR 201, 202, 203** Second-Year French (4, 4, 4) Intensive review of basic materials introduced in First-Year French and further development of communication skills. *Expected preparation for FR 201: FR 103. Students expected to follow the sequence.*
- **SPAN 201, 202, 203** Second-Year Spanish (4, 4, 4). Intensive review of basic materials introduced in First-Year Spanish and further development of communication skills. *Recommended preparation for SPAN 201: SPAN 103. Students expected to follow the sequence.*
- **SPAN 201H, 202H, 203H** Second-Year Spanish (4, 4, 4). Intensive review of basic materials introduced in First-Year Spanish and further development of communication skills; for heritage speakers of Spanish. *Recommended preparation for SPAN 201: SPAN 103. Students expected to follow the sequence.*
- **SPAN 330** Peninsular Culture and Civilization (4). Historical development of life, thought, and the arts in Spain.
- **SPAN 331** Latin American Culture and Civilization (4). Historical development of life, thought, and the arts in Latin America.

## Matching PSU Quarters to Semesters or the Academic Year

Because PSU is on the quarter system and many of our high schools are on the semester system, there are a variety of ways we have worked with high schools to determine how to cover course material—e.g., superimpose three quarters onto two semesters, match up a quarter with a semester, teach one quarter over the course of an entire academic year. The decision is partly based on the high school's needs and interests and partly determined by the department.

Most Foreign Language classes, all Honors classes, and some History classes are taught exactly as on campus. Students register and pay the program fee three times a year (fall, winter, and spring terms). Successful completion of the sequence earns 12 or 15 college credits.

The majority of our other courses are taught in sequences of two quarters which overlay the high school semesters. In these cases, students register and pay twice a year and earn 8 college credits. *This can be confusing for parents who have students taking both a 3-sequenced class such as Spanish as well as a 2-sequenced class such as calculus.*

In all cases, Challenge students register, as those on campus, at the start of the course. ***It is critical that students are aware of and meet Challenge registration, drop, and withdraw deadlines. Once those deadlines have passed, students cannot register for, drop, or withdraw from a class.***

In schools where the 4X4 student scheduling model is utilized, mapping Challenge courses to high school quarters and semesters is more difficult. The Challenge Director will work with PSU Faculty, high school instructors, and high school administrators to maintain as much Challenge programming as possible, but there may be cuts to programming.

## Student Eligibility

- In order to help ensure student readiness for college work, Challenge participation is limited to students recommended by their counselors and teachers and who have a cumulative GPA of 3.00 or above.
- Students not meeting the 3.00 GPA requirement may petition for admission by uploading their transcripts during the online registration process. The Challenge Office will contact the instructor on a case by case basis to determine if Challenge enrollment is in the student's best interest. If a petition is denied, a student will receive an explanatory note and a refund.
- Course offerings are normally restricted to high school seniors. Exceptions to this policy require prior approval from the Challenge Director and Faculty Coordinator.

- It is very important that members of the counseling department be thoroughly familiar with the requirements, objectives, and design of each course and that they work closely with teachers in advising prospective students to register for courses offered through the Challenge Program so that students make informed decisions about their readiness for college-level work.

## **Class Composition and Size**

- Our most successful classrooms have 100% PSU enrollment. We require at least a 60% enrollment to underscore the connection to PSU and the expectations of the class. We expect all students, registered for PSU or not, to be college-ready. If the class doubles as an AP or IB class this can impact the ability to meet the 60% requirement. When there is more than one section offered, we suggest dedicating one to each program.
- We recommend class sizes not exceed 30. The on-campus cap is 25 for writing classes; if your writing class is forecasted to exceed this number, we need to talk about what additional support is required.

## **Credit from Another Institution for the Same Class**

PSU Challenge courses cannot be paired with another institution's course that is offering college credit, for which the student can choose one or the other. This is to ensure the integrity of our credit and to support our mission of creating a PSU experience both academically and culturally in our classrooms. In this way, our learning outcomes are met and we can advocate strongly in cases where credit transfer is challenged.

## Registration and Payment Procedures

All dual credit high school students wanting to take part-time course work through PSU, including Challenge students, start by completing the online registration process.

The high school instructor receives registration materials from the Challenge Office at the start of each class. Students must apply, register, and pay online prior to the deadline.

The program fee for the 2020-21 Academic Year is \$220 per class plus a 2% credit card service fee. All fees are nonrefundable and must be collected at the time of registration. Payment is by credit card only. Students who don't have a credit card can use a prepaid Visa or MasterCard.

Students eligible for the Federal Free and Reduced Lunch Program are entitled to a discounted fee if they upload their eligibility letter or other documentation from the counseling office regarding financial need during the registration process. The discounted rate is \$50 per class plus a 2% credit card service fee.

The Challenge Office provides the instructor with a class roster from the Registrar's Office to confirm the status of registered students. It's important to check the accuracy of the roster and let the Challenge Office know of any discrepancies.

## *Registration Process*



### **Before You Start:**

Determine whether you will need to upload any documentation in order to complete your registration. This is the case if:

- You have less than a 3.0 cumulative GPA. You will need to upload your transcript for consideration.
- You are eligible for financial aid. You will need to upload either your Free or Reduced lunch letter from this year or last year, or a school-issued letter verifying need (usually from a counselor or teacher).

### **Challenge Student Registration:**

Go to [pdx.edu/challenge-program](http://pdx.edu/challenge-program), and click on REGISTRATION. Enter your preferred email (the one you check most frequently as this will be critical to completing registration). Based on your email address, the system will determine if:

- You are New to PSU - you will be asked to check your email to verify your identity

OR



- You have an Existing Account - you will be given your Odin username. Follow the steps to activate your account or reset your password.

Follow the steps below according to your status.

New to PSU	Existing Account
<p><b>Request Classes:</b></p> <ol style="list-style-type: none"> <li>Check your email for one titled <b>High School Dual Credit Program: Verification email (1st EMAIL)</b> with a “Verify Email” link. Click on the link to go to the application.</li> <li>Complete the Student Account Application Form. Continue to the Registration for Dual Credit Courses Form, selecting program (Challenge), school, grade level, GPA, Free/Reduced lunch eligibility. Upload documentation if required. Select your class(es).</li> <li>When you click the SUBMIT button, you will see a jumping Viking with the message that “Your registration has been submitted.” Check your email for a <b>registration submission confirmation email (2<sup>nd</sup> EMAIL)</b>.</li> </ol>	<p><b>Request Classes:</b></p> <ol style="list-style-type: none"> <li>Complete the Registration for Dual Credit Courses Form, selecting program (Challenge), school, grade level, GPA, Free/Reduced lunch eligibility. Upload documentation if required. Select your class(es).</li> <li>When you click the SUBMIT button, you will see a jumping Viking with the message that “Your registration has been submitted.” Check your email for a <b>registration submission confirmation email (1st EMAIL)</b>.</li> </ol>
<p>★ From this point forward, any additional communication about your registration request will come to your preferred email you entered on the first page. If you need to change or add anything, log back in by going back to <a href="http://pdx.edu/challenge-program">pdx.edu/challenge-program</a>, clicking on “Registration” and entering your email again.</p>	
<p><b>Program Approval (and PSU Odin Account Setup):</b></p> <ol style="list-style-type: none"> <li>Challenge will be monitoring these requests as they come in, checking for appropriate documentation and any mistakes while the Registrar’s Office creates your PSU computer account, called an Odin account. <b><i>This process can take from 10 minutes to two days. Check your email.</i></b></li> <li>During this time you will receive notice (<b>3<sup>rd</sup> EMAIL</b>) that your <b>PSU account is ready to be activated</b>. This email will include your Odin username, PSU ID number, Odin Account Activation Code, and a <b>link to OAM.pdx.edu (Odin Account Management system)</b>. Click on this to activate your Odin account. (Keep this email so that you have a record of your PSU ID number.)</li> </ol> <p><b>ACTIVATING YOUR ODIN ACCOUNT IS</b></p>	<p><b>Program Approval:</b></p> <ol style="list-style-type: none"> <li>Challenge will be monitoring these requests as they come in, checking for appropriate documentation and any mistakes. <b><i>This process can take from 10 minutes to two days. Check your email for any related communication.</i></b></li> </ol>





<b>NECESSARY TO COMPLETE REGISTRATION AND PAYMENT.</b>	
<p>⚠ You will NOT be registered until you have paid for the course(s). <b>2020-21 payment deadlines vary by term. Check our website for deadlines.</b> The cost is \$224.40 per course which includes a 2% credit card fee (or \$51 per course for those with documented financial need). We do not accept checks.</p>	
<p><b>Payment</b></p> <ol style="list-style-type: none"> <li>Once your registration request is approved and you have activated your Odin account, you are ready for the final step, which is to pay. You will receive a <b>next-steps email (4th EMAIL)</b>. If you have not activated your Odin account, it will remind you to do so.</li> <li>Click on the link to review and pay, signing in with your Odin login and password. After review, click on the “Pay Now” button, which will take you to the secure payment page. Once you submit your payment, you will receive a payment receipt by email (<b>5<sup>th</sup> EMAIL</b>).</li> </ol>	<p><b>Payment</b></p> <ol style="list-style-type: none"> <li>Once your registration request is approved you will receive a <b>next-steps email (2nd EMAIL)</b>.</li> <li>Click on the link to review and pay, signing in with your Odin login and password. After review, click on the “Pay Now” button, which will take you to the secure payment page. Once you submit your payment, you will receive a payment receipt by email (<b>3rd EMAIL</b>).</li> </ol>

## Important Information about Social Security Numbers

PSU does not require students to provide their social security numbers to be students at our University. However, the Internal Revenue Service (IRS) requires PSU to report tuition and fee information on the tax form 1098-T and they want the SSN to be included on the form to help in accurately processing who claims the tax credits.

Any student who chooses not to provide their social security number when applying as a Challenge student will receive a letter from Portland State University in December or January pertaining to courses taken the prior calendar year stating that they are subject to a \$50 penalty. The IRS requires PSU to send this letter and it is at the discretion of the IRS as to whether they impose the \$50 fine.

## Dropping or Withdrawing from a Class

Students may drop or withdraw from a Challenge class by the stated deadlines. Dropping a class will result in no record at PSU for having registered for the class. A withdrawal will show up as a W on the student's PSU record but does not factor into a college GPA.

Deadlines will vary depending on whether the class corresponds to the PSU quarter, is mapped to the high school semester, overlays the entire the academic year, or is mapped to the high school quarter or quarters. This information is included in the brochures students receive at the beginning of the academic year; it is also on our website at <https://www.pdx.edu/challenge-program/> .

To drop or withdraw from a Challenge course, your student must download the form from the Challenge website, complete it, and return it to the Challenge Program Office **BY THE DEADLINE** (the form lists ways to return this). Failure to submit this form by the deadline will result in a letter grade that may be an F or other poor grade on the student's college transcript.

## Challenge Program 2020-21 Deadlines

Term	Mapping	Reg. Deadline	Drop Deadline	Withdrawal Deadline
Fall	PSU Quarter	October 5, 2020	October 28, 2020	November 25, 2020
	HS Semester/Q1 & Q2	October 5, 2020	November 11, 2020	December 9, 2020
	Year-long	October 5, 2020	December 16, 2020	April 17, 2021
	HS Quarter 1 only	October 5, 2020	October 14, 2020	October 21, 2020
	HS Quarter 1 & 3	October 5, 2020	February 17, 2021	March 3, 2021
	HS Quarter 2 only	December 7, 2020	December 15, 2020	January 12, 2021
	HS Quarter 2 & 4	December 7, 2020	January 20, 2021	May 12, 2021
Winter	PSU Quarter/HS Quarter 3 only	February 23, 2021	March 3, 2021	March 10, 2021
	HS Semester/Q3 & Q4	February 23, 2021	March 24, 2021	April 14, 2021
Spring	PSU Quarter/HS Quarter 4 only	April 20, 2021	April 28, 2021	May 12, 2021

## Grading

Challenge students obtain dual high school and college credit. The Challenge Program grade for the course is determined in accordance with grading criteria established by Portland State. PSU gives pluses and minuses, except no A+. The high school grade is determined in accordance with grading criteria established by the high school.

That said, it is important to note the following regarding standards or proficiency-based assessment: Challenge is the only dual credit program in Oregon accredited nationally. This accreditation is based on equivalency of the Challenge course to the campus course, including processes, procedures, assessments, and expectations. To impose high school assessments (such as standards-based grading) that are not aligned with college course assessments onto college-level courses is not in the best interest of Challenge students, as being able to argue for the transfer of credit relies on an ability to provide evidence of equivalency to PSU standards. Behavior does count at PSU, including meeting deadlines, completing assignments, and assuming responsibility. These engender an authentic college experience in our classrooms and help our students understand what is expected of them on a campus.

Challenge instructors' syllabi are approved by their faculty partners, with comparable objectives/learning outcomes and grading rubrics. Faculty workshops twice a year set aside time to share assessments and discuss grading, to help ensure equivalency between the campus and Challenge courses.

### Standard Grading Options

Grade	Grade Points	Undergraduate
A	4.00	Excellent
A-	3.67	
B+	3.33	Good
B	3.00	
B-	2.67	
C+	2.33	Satisfactory
C	2.00	
C-	1.67	
D+	1.33	Inferior
D	1.00	
D-	0.67	
F	0.00	Failure

## Timing and Procedures for Entering Grades:

PSU grading occurs at different times depending on whether the course follows the quarter system or the semester system. The Challenge Office will always email its instructors to remind them of impending grade submissions.

*When the course follows the PSU quarter system* (foreign languages, World History, Western Civilization) grades are entered during the quarter's grade window (begins the Monday of the eighth week of the term and closes the Tuesday following finals week at 5:00 pm). Signed paper rosters may be emailed or faxed to us. Submitting grades online within the grade window is also very easy to do; here are the instructions:

1. Log into the PSU Information System at [www.banweb.pdx.edu](http://www.banweb.pdx.edu).
2. Enter your PSU ID number. Enter your PIN. [See page 30, Computer Accounts].
3. Select "Faculty Services".
4. Select "Final Grades".
5. Select the current term from the pull down menu and click "Submit".
6. Select your CRN (course reference number) from the pull down menu and click "Submit".
7. Select a grade from the pull down menu for each student.
8. Select "Submit". When finished click "Exit" at the top right.

*When we superimpose quarters onto semesters or over the academic year:* Students are registered in the fall and will automatically receive an "IP" (in progress) when the fall grade window closes in December. At the end of the high school first semester (end of January), the Challenge Office will prompt instructors to submit grades, which they can do either on a paper roster we provide or online (instructions follow). Students then register for winter quarter, which extends to the end of the academic year. Again, instructors will be prompted at the end of the second semester to submit their grades.

To submit grades online outside the grade window requires making individual entries for each student, but the names and ID numbers pop up, making this easier, and the updated grade posts immediately to the student's transcript. Here are the instructions:

1. Log into the PSU Information System at [www.banweb.pdx.edu](http://www.banweb.pdx.edu)
2. Select "Faculty Services".
3. Select "Online Grade Change".
4. Select your CRN from the pull down menu in the non-research, non-project course choice area. Click "Submit".
5. Select a student name from the pull down menu and click "Submit".
6. For grade change reason, select "Incomplete/In Progress Removal."
7. Select a grade from the pull down menu under "Change Grade to." Click "Submit Grade Change" at bottom left and then "Select New Student From Same Course" and continue.
8. When finished click "Exit" at the top right.

Please note that instructors may also turn in a paper signed grade roster to the Challenge Office where we can enter the grades on their behalf.

Instructors can check the status of the grades they've entered by logging into [www.banweb.pdx.edu](http://www.banweb.pdx.edu) (see more about computer accounts, next page), selecting Faculty Services, then Term Selection, pressing the Submit button, and then choosing Final Grades. This will generate the grade roster for the course.

**PROBLEMS LOGGING IN?** *If you have not used the PSU Information System in 6 months, or if for any reason, you are having trouble logging in, call the Office of Information Technology (OIT) HELP desk at 503.725.HELP (4357). Let them know you're having trouble logging in. They'll likely need to reset your pin, which they can do over the phone. They will need your PSU ID number for this.*

## Computer Accounts

### ***Challenge Instructors:***

All instructors have PSU Affiliated Computer Accounts. With these, you are assigned an email, and can access [www.banweb.pdx.edu](http://www.banweb.pdx.edu), the PSU data system. Banweb access is important for monitoring your students' registration, generating class rosters, and entering grades. Affiliated accounts expire annually but the Challenge Office renews these every September. Passwords expire every six months; you might want to add a reminder to your calendars to check your pdx.edu emails for notification of password expiration so you can reset these on your own (see box below).

### ***For your students:***

Students will have to activate their ODIN accounts as part of the registration process. Challenge will prompt them by email to update their passwords every 6 months.

**RESETTING A PASSWORD:** As a security measure, PSU Computer Account passwords expire every six months. Account holders are alerted via their pdx.edu email account to reset these, but because many of our teachers and students don't regularly check this account, they may find themselves locked out of [banweb.pdx.edu](http://banweb.pdx.edu).

*If your password has expired, you need to call the PSU Help Desk (503.725.4357) and ask them to reset it. Have your PSU ID number ready to give them. They can do this over the phone.*

## Utilizing PSU online course management tools

All Challenge courses are set up to use the PSU classroom management system, Desire2Learn. To use D2L, log into the PSU Portal at <https://my.pdx.edu> and select the D2L tab at the top right side of the screen. This will take you to the Universal login site where you will log in with your ODIN account. Once there you and your students will be able to access course information. Instructor training is available; please contact us for information.

## PSU Library

The library website is [library.pdx.edu](http://library.pdx.edu). Phone number is 503.725.5874. There is also a Challenge site with lots of tools and support at <https://guides.library.pdx.edu/challengepsu>. We encourage you and your students to visit the library and its vast resources (see next page for more information about visiting campus). Students wanting to check out books should bring their ID cards or at least have their ID numbers on hand (see caution below regarding fees associated with late book return).

You and your students can access the library's electronic resources online from remote locations, including your classroom, by logging in with your PSU ID number.

In addition, the library offers a variety of classes and workshops to assist students in using its resources. Students may also contact a librarian in a specific area for personalized help. A roster of librarian names, subject area, and contact information is available under "research guides."



**PSU Library: You are responsible for the books checked out on your library account. Not returning books will result in fines.**

Books check out for six weeks and can be renewed twice. Books ordered through Summit check out for six weeks; no renewal.

**Library notices (due dates, overdue fees, etc.) go to your pdx.edu email address.**

You can renew by calling the Circulation Desk (503.725.4234) emailing [circ@lists.pdx.edu](mailto:circ@lists.pdx.edu), or by requesting a renewal in person.

If books are more than 40 days overdue, there will be a lost book charge of \$110 per book (\$75 + \$35 processing fee). You will be billed by the University.

Summit books have daily overdue fines of .50/day. Lost book charges are \$90 (\$75 + \$15 processing fee).

## Visiting Campus

Visiting campus can be a wonderful opportunity for your students. For some, this might be their first visit to a university. Feeling comfortable navigating the campus and feeling what it is like to be a college student can be invaluable experiences. Visiting early in the academic year helps create a connection to PSU and a more tangible sense of being a PSU student.

You are welcome to do this informally, but for Library orientations and/or tours, you will need to contact us, preferably well in advance to ensure librarians and orientation rooms are available.

## Reimbursement Procedure

The Challenge Program will reimburse the cost of a substitute instructor when an instructor is attending our mandatory professional development workshops and when an instructor is bringing a class to campus

To be reimbursed, your billing office (school or district) must send an invoice to the Challenge Office *within 30 days of the substitute's work. Please note that we cannot reimburse for invoices received AFTER May 15, due to fiscal closing deadlines.*



## Plagiarism Policy

As a university program, Challenge follows the PSU Student Code of Conduct which includes prohibition of "all forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, which includes, but is not limited to, word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (b) the buying and selling of all or any portion of course assignments and research papers; (c) performing academic assignments (including tests and examinations) for other persons; (d) unauthorized disclosure and receipt of academic information; and (e) falsification of research data." \*

If a student is caught plagiarizing or engaging in any other act of academic dishonesty, the course instructor may issue a zero or a failing grade for the assignment in which the academic dishonesty was found, but they may not remove the student from the course or fail them on other academic assignments.

Academic units may, however, suspend the student engaging in academic dishonesty from the department or program, or expel them. In addition, the instructor or the department may submit a written complaint to the Office of Student Affairs regarding the student's misconduct.\*\*

To read the PSU Student Code of Conduct, please go to [pdx.edu/dos/psu-student-code-conduct#AcademicDishonesty](http://pdx.edu/dos/psu-student-code-conduct#AcademicDishonesty)

## FERPA

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of the student's records. FERPA rules specify when and who gets to see a student's records (which include not only files in offices or computerized information, but also student exam scores, student essays, or other student work).

The critical thing for Challenge parents to understand is that we cannot provide information about their student's PSU academic record.

## Disability Policy

Disability policies for PSU students may be different than that for high school students. Our general policy is to follow the high school disability policies and protocols.

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\* <http://pdx.edu/dos/psu-student-code-conduct#AcademicDishonesty>

\*\* <http://pdx.edu/clas/handbook-student-relations>

## **NACEP Accreditation**

Because concurrent enrollment partnerships (high school/college collaborations that allow qualified high school students to earn college credit by taking college courses taught in their high schools) are administered locally, they vary in academic rigor and quality. The Challenge Program is accredited at the national level, by the National Alliance for Concurrent Enrollment Partnerships (NACEP). NACEP confers accreditation to programs meeting a comprehensive set of quality standards as they relate to faculty, students, curriculum, assessment, and evaluation.

Challenge is one of 105 accredited programs across the US that include public and private institutions, community colleges and 4-year universities. Because of our NACEP accreditation, Challenge is, de facto, accredited by the State of Oregon.

The over-riding philosophy of NACEP, and of the PSU Challenge Program, is to align the course taught at the high school as closely as possible to the campus course and a campus experience through our institutional, faculty, and student partnerships. The high school, in this way, is an annex of PSU, and the experience our Challenge students have is an authentic college one.

### **Curriculum Standards:**

- C1: Courses administered are cataloged with same departmental designations, course descriptions, numbers, titles, and credits
- C2: Courses reflect the pedagogical, theoretical and philosophical orientation of PSU
- C3: Faculty site visits ensure courses are the same as those offered on campus.

### **Faculty Standards**

- F1: Instructors are approved by the respective PSU academic department and meet the academic department's requirements for teaching the PSU course
- F2: PSU provides new Challenge instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.
- F3: Challenge provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. Challenge ensures instructor participation.
- F4: Challenge procedures address instructor non-compliance with PSU's expectations for courses offered through Challenge.

**Student Standards**

- S1 PSU registers Challenge students as non-degree seeking PSU students and records courses administered through Challenge on official PSU transcripts.
- S2: Challenge ensures its students meet the PSU course prerequisites.
- S3: Challenge provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled PSU students.

**Assessment Standards**

- A1: Challenge students are held to the same standards of achievement as those expected of students in on-campus sections.
- A2: PSU ensures that Challenge students are held to the same grading standards as those expected of students in on-campus sections.
- A3: Challenge students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on-campus sections.

**Evaluation Standards**

- E1: Challenge conducts end-of-term student university course evaluations for each course section it offers.
- E2: Challenge conducts an annual survey of Challenge alumni who are one year out of high school. Survey includes NACEP essential questions. Qualified institutional evaluator/researcher collaborates with Challenge to develop the survey and analyze the data.
- E3: Challenge conducts a survey of alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions. Qualified institutional evaluator/researcher collaborates with Challenge to develop the survey and analyze the data.
- E4: Challenge conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes NACEP essential questions. Qualified institutional evaluator/researcher collaborates with Challenge to develop the survey and analyze the data.

## DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE NORMS AND BEHAVIORS

	<b>High School</b>	<b>College</b>
Academic Habits: how you approach learning	Prescribed ways to get work done. Clear instructions and frequent feedback. Specific assignments or study tasks	Much more fluid context. Students own their own learning; they're expected to organize and manage workflow independently. Requires reflective note-taking, self awareness, good study habits. The syllabus provides the context for expectations and mileposts for the course.
Cultural Know-How: All institutions have their own culture. Students need to understand what this culture is.	High schools support the student through advising, fixed schedules, frequent and detailed interaction and feedback from the teacher, providing clear and detailed expectations.  It's about the grade.  Showing up can be good enough. Extra chances to make up work and exceptions are made to ensure success. Nobody fails.	Students are expected to use specific forms of discourse such as the use of academic and non-colloquial language in both speaking and writing. They actively participate in classroom discussions that may be freewheeling and potentially controversial or uncomfortable. Students should have verbal fluidity as well as a respect for new opinions and to recognize that such talk is academically and intellectually worthwhile.  It's more about the learning than the grade.  College is optional and expensive; as a result, instructors expect students to be motivated and committed--to take college seriously. Asking for extensions or exceptions is not appropriate, meeting deadlines is expected, and students are responsible for their own success ... no excuses.
Balancing multiple roles and demands	Focus of high school is high school.	Students need to know how to prioritize multiple and competing roles. They need to plan ahead, make informed decisions, be strategic about selecting courses and a schedule that fit with other obligations. This requires a highly developed ability to reflect on one's own needs and limitations and act accordingly.
Forms of help seeking	Teachers and counselors seek out students; lots of interaction with parents who often have online daily access to student progress.	Self-directed help seeking is a defining characteristic of a college student. Colleges have multiple support resources but students must be able to recognize the need for help, seek out what is available, determine what will be most useful, and follow through.  Successful students proactively form relationships with advisors and instructors, make use of tutoring centers and other supports, as a general course of action. Parental involvement is not allowed.

Adapted from Melinda Karp NACEP Presentation 2013



Portland State  
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**CHALLENGE PROGRAM** Procedures

**CHALLENGE PROGRAM**  
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