

2022-23 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 juniors and 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,



Joy Beckett
Director, Challenge Program
Portland State University
Portland, Oregon
jbeckett@pdx.edu



TABLE OF CONTENTS

BEST PRACTICES	4
OVERVIEW: OFFERING A NEW CHALLENGE COURSE	5
INSTRUCTOR ELIGIBILITY & TRAINING.....	7
INSTRUCTOR RESPONSIBILITIES.....	14
FACULTY PARTNER RESPONSIBILITIES.....	15
COURSES OFFERED	16
MATCHING PSU QUARTERS TO SEMESTERS	21
CLASS COMPOSITION AND SIZE.....	22
STUDENT ELIGIBILITY	23
REGISTRATION AND PAYMENT PROCEDURES.....	23
DROPPING OR WITHDRAWING FROM A CLASS/ DEADLINES.....	26
CREDITS FROM ANOTHER INSTITUTION.....	26
GRADING	27
COMPUTER (ODIN) ACCOUNTS	29
LIBRARY	30
VISITING CAMPUS	30
REIMBURSEMENT PROCEDURE.....	31
INFORMATION ABOUT SOCIAL SECURITY NUMBERS.....	31
FERPA	31
DISABILITY ISSUES	31
PLAGIARISM POLICY	32
ACCREDITATION	32
DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE.....	34
CONTACT INFORMATION.....	BACK COVER

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 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 term and will contribute to the class in whatever way the partners have decided would be most valuable (guest lecture, work with small student group, read portfolios, etc.).

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. Workshops 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 college learning opportunities. Challenge offers catalog-listed general requirement courses that exceed regular high school curriculum in chemistry, computer science, English, geology, history, honors, mathematics, philosophy, and world languages.

In some 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 when college 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 minimum 60% requirement helps ensure that the course will maintain a college course identity rather than encourage a “pay for credit” mentality.

We encourage our classes to visit campus. 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 will reimburse the school for the substitute teacher and for transportation costs if invoiced in a timely manner. Visits often include a welcome by faculty partners, a library session where students learn how to use research tools, and a visit to the ID Services counter to pick up PSU student ID cards.

Require evidence of readiness. We want students to succeed. As a measure of readiness, Challenge students are required to have a minimum 3.0 cumulative GPA, which our experience has shown is a better indicator of work ethic and effort than an exam score.

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 or department chair, 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.
- Once approved, the instructor receives a letter of acceptance that confirms their departmental faculty partner, course information, textbook requirements, and orientation and workshop requirements. The letter will list specific training, if needed.
- Courses, with some exceptions, are regular, catalog-listed 100-200-level courses [Courses Offered, page 16]. Some are taught in sequences corresponding to PSU’s fall, winter, and spring terms (most world languages, all honors and chemistry courses, and

some history courses), most overlay the high school semester, and some overlay the academic year, depending on what the high school and the PSU department require.

- 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 high school student course planning guide.
- Prior to teaching the PSU course, a new instructor will meet 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 7].
- Challenge staff members are available to visit schools to meet with students and/or parents to explain the program. This can be particularly useful during forecasting time and at back-to-school nights.
- 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 prior to teaching the PSU course.
- The instructor provides instructions to students and facilitates the online admissions, registration, and payment process for eligible students. Challenge staff members are available to visit classrooms either in-person or via Zoom to help with the registration process.
- 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 Canvas, PSU's electronic classroom management tool. Instructors interested in this should notify the Challenge office [Computer Accounts, page 29].
- The instructor will be prompted by the Challenge Program to submit grades at the end of each PSU quarter or at dates designated by the Registrar 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 the student handbook 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.

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.

Chemistry Department

Credentials for a Challenge Program chemistry instructor:

- A master's degree in chemistry or biochemistry
- At least two years of experience teaching chemistry

Training: All new Challenge chemistry instructors will participate in an orientation given by the new instructor's faculty partner. The orientation will include examination of the content of the PSU course syllabi and discussion of the textbook scope and sequence. Further, using classroom materials from 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 chemistry class.

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

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 two 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. The orientation will include examination of the content of the PSU course syllabi and discussion of the textbook scope and sequence. 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 faculty 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. The orientation will include 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. The orientation will include 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 and PSU department approval.

Training: All new Challenge instructors of geology will participate in an orientation given by the new instructor's faculty partner. The orientation will include 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. Orientation will include 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 Honors 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 a historian, 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 two or more years teaching experience in high school calculus will participate in an orientation session with a Challenge math faculty partner prior to teaching Challenge calculus. The session will examine the mathematical content of the PSU 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 two 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. 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 two 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 two 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. 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 Challenge Program statistics faculty coordinator in late December or early January of the first year of Challenge Program 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.

Philosophy Department

Credentials for a Challenge Program philosophy instructor:

- A master's degree in philosophy
- At least two years of experience teaching philosophy

Training: All new philosophy Challenge instructors will participate in an orientation given by the new instructor's faculty partner. The orientation will include 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 philosophy class as well as discussion about the particular challenges of teaching these courses within a high school environment.

In addition, all new Challenge philosophy instructors will meet with the Challenge Program director for a training session 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, French, or Spanish).
- Experience teaching a course equivalent to CHN 201, 202, and 203; FR 201, 202, and 203; SPAN 201, 202, and 203; or SPAN 201H, 202H, and 203H for at least one year (4th year of high school foreign language is roughly equivalent to 2nd year college).
- Approved instructional materials and a pedagogical program PRIOR to final acceptance in the program.

Training: All new Challenge instructors of Chinese, French, Spanish, or Spanish heritage will participate in an orientation given by the new instructor's faculty partner. The orientation will include 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, French, or Spanish (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 two years of experience teaching high school Chinese, Spanish or French will be required to:

- Attend a CHN 203, FR 203, SPAN 203, or SPAN 203H 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.
- Update your Odin account every 6 months at oam.pdx.edu.
- Facilitate the online registration process by providing clear instructions, answering questions, referring students to the Challenge Program when needed, and checking Challenge rosters for accuracy.
- Provide the Challenge office with an electronic syllabus at the start of each course that follows PSU guidelines, including a PSU logo and course name, goals/expectations, and assessment and grading information.
- Set college level expectations and hold your students accountable (meeting deadlines, advocating for themselves, etc.).
- Inform the Challenge office prior to deadlines if students drop or withdraw from the course.
- Inform the Challenge office as soon as possible if a student registers for the next course in a sequence after failing the prior course, since this is not allowed.
- 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 all workshops in their first two years. Missing both workshops the first year will result in probation the second year. Probation will be lifted upon attendance at both workshops the second 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 faculty 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. Students should direct all questions and comments to the Challenge office, not to other departments at PSU.
- 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.
- Encourage your students to complete end-of-class evaluations. Evaluation reports are shared only with the teacher and their PSU faculty partner, not with high school administration.

Faculty Partner Role and Responsibilities

A Challenge faculty partner is the high school instructor's primary contact in the PSU academic department. The faculty partner provides academic oversight to ensure the integrity of the department's credit. This is done through training and collaboration with the instructor, by bridging the gap between the high school instructor and the department, and being a resource for course material and departmental philosophy. The faculty partner is a presence in the Challenge instructor's classroom, exposing students to PSU teaching and college culture.

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, grading and assessment, and expectations for student learning in a college-level course.
- Visit classrooms at least once each quarter or semester and submit a short site visit report to the director. Site visits may include co-teaching, delivering a guest lecture, talking with students about a topic they're studying, or going over student portfolios--depending on what the instructor and faculty partner determine to be most useful.
- Collect and review the syllabus and offer the high school partner feedback if needed. Provide the Challenge director with a copy of the final syllabus. When possible and practical, collect examples of course materials, copies of midterms and finals, copies of assignments, and other pertinent information for the purposes of documenting course learning and assessment equivalency. Provide the Challenge director with copies to aid in advocating for students on future credit transfer issues.

- Participate in workshops and training programs when possible.
- Encourage instructors to bring their classes to campus and, when possible, play an active role, such as delivering a class-length lecture. Visits with this level of involvement can be substituted for a classroom visit. Inform and involve the Challenge Program, which can manage visit logistics.
- Bring any issues with a teacher or classroom to the director's attention in order to collaboratively determine a solution, which might include meetings with both administrators and the teacher, additional support, or a phase-out period if supportive solutions are not effective.

Faculty Coordinator Responsibilities

In addition to the responsibilities of a faculty partner, faculty coordinator responsibilities are:

- Collaborate with the director to assign or reassign faculty partners.
- Coordinate the content for two annual discipline-specific professional development workshops (logistics are handled by the Challenge Program).
- Meet with the director, high school administrators, and high school instructors to approve new schools, courses, and teachers, or address issues as needed.

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:*

CHEMISTRY:

- **CH 221** General Chemistry I (4 credits) and **CH 227** Lab (1 credit). Fundamental basis of chemistry for science, engineering and health professional students (such as pre dental, premedical, premedical technology and veterinary students). This is the first course in a sequence of three: CH 221 /227, CH 222 /228, and CH 223 /229.
- **CH 222** General Chemistry II (4 credits) and **CH 228** Lab (1 credit). Fundamental basis of chemistry for science, engineering and health professional students (such as pre dental, premedical, premedical technology and veterinary students). This is the second course in a sequence of three: CH 221 /227, CH 222 /228, and CH 223 /229.
Prerequisite: CH 221/227.

- **CH 223** General Chemistry III (4 credits) and **CH 229** Lab (1 credit). Fundamental basis of chemistry for science, engineering and health professional students (such as pre dental, premedical, premedical technology and veterinary students). This is the third course in a sequence of three: CH 221/227, CH 222/228, and CH 223/229. *Prerequisite: CH 222/228.*

COMPUTER SCIENCE:

- **CS 161** Introduction to Programming and Problem-Solving (4 credits). 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 credits). 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 credits). Study and practice of critical writing, with focus on analyzing and adapting to different contexts. Designed as a foundation for college-level writing. 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 credits). Introduction to academic inquiry, with focus on evaluating and engaging with secondary research and on conventions for documentation. *Recommended prerequisite: WR 121. An elective course; may not be used to fulfill PSU English major requirements.*
- **WR 228** Media Writing (4 credits). 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 204** Survey of British Literature I (4 credits) An introduction to British literature from its beginnings to the seventeenth century.
- **ENG 205** Survey of British Literature II (4 credits) An introduction to British literature from the seventeenth century to the contemporary period.
- **ENG 254** Survey of American Literature II (4 credits). An introduction to American literature from the mid-nineteenth century to the present.

GEOLOGY:

- **G 201** Dynamic Earth: Interior (3 credits) and **G204** Lab (1 credit). 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 credits) and **G205** Lab (1 credit). 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 102** Early Modern Europe and the World (4 credits). Surveys the history of early modern Europe and its inter-regional and global connections from roughly 1400-1800 C.E.
- **HST 104, 105, 106** Introduction to World History (4, 4, 4 credits). 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 203** History of the United States (4 credits). General survey of United States history from 1914 to present.



HONORS COLLEGE:

- **HON 101, 102, 103** The Global City (5, 5, 5 credits). 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. *Restricted to Seniors who have a recommendation from the instructor. Prerequisite for HON 102: HON 101; Prerequisite for HON 103: HON 102.*

MATHEMATICS AND STATISTICS:

- **MTH 251** Calculus I (4 credits). Differential calculus of functions of a single variable, including limits, the definition and computation of the derivative, and applications of the derivative. This is the first course in a sequence of three: MTH 251, MTH 252, and MTH 253, which must be taken in sequence. Note: Challenge typically teaches just Calc I and Calc II, matched to a high school's two semesters. *Prerequisite: Completion of MTH 112, preferably with a grade of B or above.*
- **MTH 252** Calculus II (4 credits). Integral calculus of functions of a single variable, including the Fundamental Theorem of Calculus, numerical integration and applications. This is the second course in a sequence of three: MTH 251, MTH 252, and MTH 253, which must be taken in sequence. *Prerequisite: MTH 251.*
- **MTH 253** Calculus III (4 credits). Introduction to differential equations, infinite series, parametric equations, polar coordinates, and conic sections. This is the third course in a sequence of three: MTH 251, MTH 252, and MTH 253, which must be taken in sequence. *Prerequisite: MTH 252.*
- **MTH 254** Calculus VI (4 credits). An introduction to differential and integral calculus of functions of several variables including vector geometry, the calculus of vector valued functions, and applications. *Prerequisite: MTH 253 (or MTH 252 and MTH 261).*
- **MTH 255** Calculus V (4 credits). 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 credits). Systems of linear equations, linear transformations, matrix algebra, vector spaces, and determinants. *Prerequisite: MTH 251.*
- **MTH 311** Introduction to Mathematical Analysis I (4 credits). A rigorous treatment of the concepts of analysis. Properties of the real numbers. Sequences. Functions of a real

variable: limits, continuity, and differentiability. This is the first course in a sequence of two: MTH 311, MTH 312 and must be taken in sequence. *Prerequisite: MTH 253.*

- **MTH 312** Introduction to Mathematical Analysis II (4 credits). A rigorous treatment of the concepts of analysis. Integration on the real line. Series of real numbers. Series of functions. Uniform convergence. Power series. This is the second course in a sequence of two: MTH 311, MTH 312 and must be taken in sequence. *Prerequisite: MTH 311.*
- **MTH 346** Number Theory (4 credits). 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 credits). 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 261. Prerequisite: MTH 253.*
- **STAT 243** Introduction to Probability and Statistics I (4 credits). 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 the first course in a sequence of two: STAT 243 and STAT 244 which must be taken in sequence. *Prerequisite for STAT 243: Completion of MTH 095 preferably with a grade of B 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 pdx.edu/math/ for information). The Challenge Program strongly recommends successful completion of pre-calculus.*
- **STAT 244** Introduction to Probability and Statistics II (4 credits). A basic course in statistical analysis including estimation, tests of significance, experimental design and analysis of variance, linear 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 the second course in a sequence of two: STAT 243 and STAT 244 which must be taken in sequence. *Prerequisite: STAT 243.*

PHILOSOPHY

- **PHL 308U** Elementary Ethics (4 credits). General introduction to ethical theory. Attention will be given to such questions as whether there are objective moral distinctions, what makes right acts right and wrong acts wrong, and how we know (if we do) that actions are right or wrong. Among the theories to be considered are relativism, egoism, utilitarianism, and Kantianism.

WORLD LANGUAGES AND LITERATURES:

- **CHN 201, 202, 203** Second-year Chinese (5, 5, 5 credits). 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 are expected to follow the sequence.*
- **FR 201, 202, 203** Second-year French (4, 4, 4 credits). Intensive review of basic materials introduced in First-year French and further development of communication skills. *Expected preparation: FR 103. Students are expected to follow the sequence.*
- **SPAN 201, 202, 203** Second-year Spanish (4, 4, 4 credits). Intensive review of basic materials introduced in First-year Spanish and further development of communication skills. *Recommended preparation: SPAN 103. Students are expected to follow the sequence.*
- **SPAN 201H, 202H, 203H** Second-year Spanish Heritage (4, 4, 4 credits). Intensive review of basic materials introduced in First-year Spanish and further development of communication skills. *Recommended preparation: SPAN 103. Students are expected to follow the sequence.*
- **SPAN 301, 302, 303** Third-year Spanish (4, 4, 4 credits). Spanish language study to help develop advanced proficiency. Intensive grammar instruction in preparation for upper division courses in culture, linguistics and literature. Emphasis on speaking, listening comprehension, reading, and writing skills for analysis and research. *Students are expected to follow the sequence.*
- **SPAN 330** Peninsular Culture and Civilization (4). Historical development of life, thought, and the arts in Spain. *Prerequisite: Eight credits of SPAN 301, SPAN 302, or SPAN 303.*
- **SPAN 331** Latin American Culture and Civilization (4). Historical development of life, thought, and the arts in Latin America. *Prerequisite: Eight credits of SPAN 301, SPAN 302, or SPAN 303.*

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, or 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 world language classes, all honors and chemistry 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.

Some courses are taught over the course of the entire academic year. Students register and pay once, in the fall, and earn 4 or 5 credits at the end of the academic year.

The majority of Challenge courses are taught in sequences of two quarters that overlay the high school semesters. In these cases, students register and pay twice a year and earn 8 or 10 college credits.

Challenge course-mapping can be confusing for students taking multiple courses mapped in different ways, such as a 3-sequenced world language class, a year-long writing class, and a 2-sequenced math class.

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.**

Class Composition and Size

- Our most successful classrooms have 100% PSU enrollment. We require at least 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.

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 email.
- Course offerings are normally restricted to high school juniors and seniors. In some cases, such as writing courses, participation is restricted to 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.

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 2022-23 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 or with financial need are entitled to a discounted fee. To receive the discount, they must upload their eligibility letter or other financial need documentation 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.** If students registered after receiving a D or F in the previous course of the Challenge sequence, contact the Challenge office as soon as possible.

CHALLENGE STUDENT REGISTRATION

Overview



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 a 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, a school-issued letter verifying need (usually from a counselor or a teacher), or a signed Challenge Program Financial Aid Verification form.

Challenge Student Registration:

Go to pdx.edu/challenge-program, scroll down the page, and click on REGISTRATION PORTAL. Select from the options given based on the descriptions on the webpage.

- If you are a “New Student” to PSU - enter your preferred email (the one you check most frequently as this will be critical to completing registration). You will be asked to check your email to verify your identity.
- If you are an “Existing Student” - follow the steps to log in or reset your password.
- If you are a “Returning Applicant” - you will enter the preferred email you used when beginning the process as a New Student to resume from where you left off.

New to PSU	Existing Account
<p>Request Classes:</p> <ol style="list-style-type: none"> 1. Check your email for one titled High School Dual Credit Program: Verification email (1st EMAIL) with a “Verify Email” link. Click on the link to go to the application. 2. 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). 3. When you click this SUBMIT button, you will see a jumping Viking with the message that “Your registration has been submitted.” Check your email for a registration submission confirmation email (2nd EMAIL). 	<p>Request Classes:</p> <ol style="list-style-type: none"> 1. 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). 2. When you click this SUBMIT button, you will see a jumping Viking with the message that “Your registration has been submitted.” Check your email for a registration submission confirmation email (1st EMAIL).



☛ 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 pdx.edu/challenge-program, clicking on “Registration Portal,” and selecting Existing Students (if you have an Odin account) or Returning Applicants.

Program Approval (and PSU Odin Account Setup):

1. 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. ***This process can take from 10 minutes to a few days. Check your email.***
2. During this time, you will receive notice (**3rd EMAIL**) that your **PSU account is ready to be activated**. This email will include your Odin username, PSU ID number, Odin Account Activation Code, and a **link to OAM.pdx.edu (Odin Account Management system)**. Click on this to activate your Odin account. (Keep this email so that you have a record of your PSU ID number.)

ACTIVATING YOUR ODIN ACCOUNT IS NECESSARY TO COMPLETE REGISTRATION AND PAYMENT.

Program Approval:

1. Challenge will be monitoring these requests as they come in, checking for appropriate documentation and any mistakes. ***This process can take from 10 minutes to a few days. Check your email for any related communication.***

☛ You will NOT be registered until you have paid for the course(s). **Payment deadlines vary by term. Check our website for deadlines.** 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.

Payment

1. 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 **next-steps email (4th EMAIL)**. If you have not activated your Odin account, it will remind you to do so.
2. 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 (**5th EMAIL**).

Payment

1. Once your registration request is approved you will receive a **next-steps email (2nd EMAIL)**.
2. 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 (**3rd EMAIL**).

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, or overlays the entire the academic year. This information is included in the Information Sheets 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 do so may result in a poor grade on the student's college transcript.

To help ensure that students do not receive a failing grade, please let the Challenge office know **before the deadline** if a student has either dropped the high school portion of the course or if you recommend that they drop the college portion of the course. This will allow Challenge to contact the student and help ensure that they do not damage their college GPA.

Challenge Program 2022-23 Deadlines

Term	Mapping	Registration Deadline	Drop Deadline	Withdrawal Deadline
Fall	Quarter	October 4, 2022	October 24, 2022	November 14, 2022
	Semester	October 4, 2022	November 7, 2022	December 19, 2022
	Year-long	October 4, 2022	December 19, 2022	April 17, 2023
Winter	Quarter	February 21, 2023	March 6, 2023	March 13, 2023
	Semester	February 21, 2023	March 20, 2023	May 8, 2023
Spring	Quarter	April 11, 2023	May 1, 2023	May 15, 2023

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.

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 there is 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	
B	3.00	Good
B-	2.67	
C+	2.33	
C	2.00	Satisfactory
C-	1.67	
D+	1.33	
D	1.00	Inferior
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, grades are entered during the quarter's grade window (begins the Monday of the eighth week of the PSU term and closes the Tuesday following finals week at 5:00 pm). Signed paper rosters may be emailed to us. Submitting grades online within the grade window is also fairly easy to do; here are the instructions:

1. Go to the PSU information system at banweb.pdx.edu.
2. Log in using your PSU ID and password. If you have forgotten your password and need help changing it, please contact the OIT HELP Desk at 503-725-4357 or the Banner SIS Coordinator at 503-725-8088.
3. Click on Faculty Services.
4. Click on Final Grades.
5. You should be shown your course(s) for the current term. Select the course you wish to grade. Scroll down, and you should see a list of all registered students in your course/section.
6. Select a grade from the pull-down menu for each student you wish to grade at this time.
7. When you're finished, click Save. In the "My Courses" list, it should say "Completed" under "Grading Status" when you have graded all students.

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 grade window closes. At the end of the high school semester, the Challenge office will prompt instructors to submit grades. Signed paper rosters may be emailed to us or instructors can enter grades on their own.

Submitting grades online outside the grade window requires making individual entries for each student. 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
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.

For a copy of your grade roster outside of the grading window, contact the Challenge Program.

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 password, 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, 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 before the beginning of each academic year. Passwords expire every six months; you might want to add a reminder to your calendar to check your pdx.edu email 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 during winter term.

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.

If your password has expired, call the PSU Help Desk (503.725.4357) and ask them to reset it. Have your PSU ID number ready.

Utilizing PSU online course management tools

All Challenge courses are set up to use the PSU classroom management system, Canvas. To use Canvas, log into the PSU Portal at <http://banweb.pdx.edu/> and select the Canvas 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 Challenge 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.

We encourage you and your students to visit the library and its vast resources, **computer labs, and study spaces**. Students and instructors wanting to enter the library should bring their PSU ID cards to unlock the turnstiles at the entrance and to check out books at the Circulation Desk. (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 Odin username and password.

In addition, the library offers a variety of a variety of online tools, tutorials, and videos to assist students in using its resources. Go to the Ask a Librarian page to get research help through email or 24/7 librarian chat. *Please do not send students to the subject liaisons. These librarians support students in their majors and graduate students.*

Students are responsible for the books checked out on their library account. Not returning books will result in fines.

PSU-owned books check out for six weeks and can be renewed three times. Books ordered through Summit check out for six weeks and can be renewed once.

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

You can renew books by logging in to your account on the library website, emailing circ@pdx.edu, or by requesting a renewal in person at the Circulation Desk.

If PSU-owned 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 experiencing 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.

Please contact the Challenge office, preferably well in advance of your class visit, so that we can arrange a library orientation session, a visit to ID Card services, a campus tour, or other activities that may be of interest to your class.

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 30, due to fiscal closing deadlines.*

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.

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.

To read more about FERPA, please go to <https://www.pdx.edu/registration/ferpa-student-records-privacy-faqs>

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.

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.

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 133 accredited programs across the United States 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.

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

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

The current NACEP standards, to which the Challenge Program complies, are:

Partnership Standards

- P1: Challenge aligns with the PSU mission and is supported by PSU's administration and academic leadership.
- P2: Challenge has ongoing collaboration with high school partners.

Faculty Standards

- F1: All Challenge instructors are approved by the appropriate PSU academic department and meet the academic department's requirements for instructors teaching the course on campus.
- F2: PSU provides new Challenge instructors with discipline-specific training and orientation including, but not limited to, course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
- F3: Challenge instructors participate in annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
- F4: The Challenge Program ensure instructors are informed of and adhere Challenge policies and procedures.

Assessment Standard

- A1: PSU ensures Challenge students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on-campus sections.

Curriculum Standards:

- C1: Challenge courses are PSU cataloged courses with the same departmental designations, course descriptions, numbers, titles, and credits.
- C2: PSU ensures that Challenge courses reflect the learning objectives, and the pedagogical, theoretical, and philosophical orientation of the respective PSU discipline.
- C3: PSU Faculty conduct site visits to observe course content and delivery, and student discourse and rapport to ensure the courses offered through the Challenge are equivalent to the courses offered on campus.

Student Standards

- S1: Registration and transcripting policies and practices for Challenge students are consistent with those on Campus.
- S2: The Challenge Program has a process to ensure its students meet the PSU course prerequisites.
- S3: Challenge students are advised about the benefits and implications of taking college courses, as well as PSU's policies and expectations.
- S4: PSU, in conjunction with high schools, provides Challenge students with suitable access to learning resources and student support services.

Program Evaluation Standards

- E1: Challenge conducts end-of-term student course evaluations for each course to provide instructors with student feedback.
- E2: Challenge conducts and reports regular and ongoing evaluations of the program effectiveness and uses the results for continuous improvement.

DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE NORMS AND BEHAVIORS

	High School	College
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



CHALLENGE PROGRAM
College of Liberal Arts & Sciences—Dean's Office

Mailing:
PO Box 750—CLAS
Portland OR 97207-0751
www.pdx.edu/challenge-program

Office:
387 Cramer Hall
1721 SW Broadway St.
challengeprogram@pdx.edu

Joy Beckett, Program Director
Stephanie Gustafson, Program Coordinator
Sarah Holliday, Program Events Coordinator

Portland State University is an affirmative action/equal opportunity employer. August 2022