



Durham College Dual Credit Manual  
For  
College Faculty  
And  
Secondary School Teachers  
September 2014

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## **DUAL CREDIT MANUAL DURHAM COLLEGE**

### **Introducing SCWI and Student Success!**

The School-College-Work Initiative (SCWI) was created as part of the Student Success Program in Ontario. It is a co-operative effort between school boards and colleges to assist students in making a seamless transition from secondary school to college through the delivery of dual credit courses.

In order to participate in a dual credit, students must fit into one of the three categories below:

- a. Students deemed to be at-risk of not graduating from secondary school but capable of completing college level work;
- b. Students who are part of a Specialist High Skills Major (SHSM) program;
- c. Students participating in the Ontario Youth Apprenticeship Program (OYAP).

The Eastern Lakeshore Regional Planning Team (ELRPT) coordinates this program for our region. The ELRPT partners consist of five school boards and three colleges: Trillium Lakelands; Durham District; Durham Catholic; Kawartha Pine Ridge; Peterborough Victoria Northumberland Clarington Catholic; Durham College; Fleming College; Loyalist College.

The secondary school dual credit teacher is a critical partner to the success of all students in this program. Secondary school dual credit teachers working alongside Durham College Faculty has resulted in many students completing their secondary school diploma and then pursuing a college diploma.

The objective of this manual is to introduce you to the people, the procedures, and departments so that you can connect with the right person and, receive service in a timely manner.

You will find information about the registration process, grading, academic regulations, withdrawals, ordering material and books.

Congratulations! We're thrilled that you are joining us to teach the dual credit initiative with secondary school students.

## School-College-Work Initiative Contacts for Durham College

**Manager of Strategic Initiatives - Gail MacKenzie**, 905 721-2000 x2670  
[Gail.MacKenzie@durhamcollege.ca](mailto:Gail.MacKenzie@durhamcollege.ca), Rm 1112, Simcoe Building - Oshawa Campus

**SCWI Assistant - Cheryl Hopkins**, 905 721-2000 x2020  
[Cheryl.Hopkins@durhamcollege.ca](mailto:Cheryl.Hopkins@durhamcollege.ca), Rm 1112, Simcoe Building - Oshawa Campus

**SCWI Records Clerk - Karin Savage**, 905-721-2000 x3413  
[Karin.savage@durhamcollege.ca](mailto:Karin.savage@durhamcollege.ca), Rm 1112, Simcoe Building – Oshawa Campus

**SCWI Administrative Coordinator – Sue Hawkins**, 905-721-2000 x4191  
[Sue.hawkins@durhamcollege.ca](mailto:Sue.hawkins@durhamcollege.ca), Rm 1210 – Whitby Campus

\*\*\*All Faxes can be sent to: 905-721-3197

## Safety and Emergency Procedures

### a. STUDENT SAFETY

Student safety and well-being are the responsibility of both the secondary school teacher and the Durham College Faculty. Safety procedures must be reviewed in all dual credit programs at the start of the program and regularly throughout the program. Adherence to safety guidelines and protocols are required at all times.

#### 1) Programs offered at the secondary school

If the course is delivered at the secondary school, the **secondary school dual credit teacher must review** the school emergency procedures with the Durham College Faculty (i.e., fire alarms and exits, lockdown procedures, specific safety protocol for the classroom)

#### 2) Programs offered at the college

- If the course is delivered at the college, **the Durham College Faculty must review** the college emergency procedures with the secondary school teacher and students (i.e., fire

alarms and exits, lockdown procedures, specific safety protocol for the classroom – **see handout which is posted in all classrooms**)

- In a situation where a student is required to leave the classroom (i.e., as a result of disruptive behavior or because he/she is under the influence of alcohol or drugs), the secondary school dual credit teacher must be contacted and arrangements made to ensure students' continued supervision takes place during class time.

## **b. ACCIDENTS AND INJURIES**

If a student is injured while participating in the dual credit program **seek appropriate medical assistance immediately**. The secondary school dual credit teacher must contact the parent/guardian if the student is under 18, the home school principal and the board coordinator or facilitator.

### **1) Programs offered at the secondary school**

The secondary school dual credit teacher will follow the appropriate and current board policies and procedures for reporting and follow-up.

### **2) Programs offered at the college**

College instructors are reminded to complete the online form

<http://www.durhamcollege.ca/forms/accidentinjury> if there is an accident or injury in the classroom. The Health and Safety Officer will follow-up with the instructor and student as required.

**Additionally, please be sure to alert the SCWI Manager and the student's secondary school dual credit teacher immediately if there is an accident or injury.** High school teachers are reminded to follow their school board's emergency and safety protocols.

#### **REMEMBER:**

The secondary school dual credit teacher must have emergency contact information and essential health information for each student (hard copy or electronic) with them while at the college.

## **c. PERSONAL SAFETY EQUIPMENT**

- Prior to the beginning of the dual credit course, the Durham College Faculty will ensure that the secondary school dual credit teacher is aware of any specific personal safety equipment that will be required by students (i.e., safety boots, glasses).

- The secondary school dual credit teacher will ensure that all students are aware of the safety equipment requirements.
- Students must come to the first class with all necessary personal safety equipment.

**REMEMBER:**

It is the responsibility of both Durham College Faculty and the secondary school dual credit teacher to ensure that all safety guidelines are followed and adhered to by students.

**Campus Security**

**Oshawa Campus** - 905 721-2000 x2400

**Whitby Campus** - 905 721 -2000 x4098

## **Criminal Reference Checks**

A Criminal/Police Records Check is a requirement from the Ministry of Education, Regulation 521/01 and Regulation 323/03, and **applies only to Durham College Faculty teaching at a secondary school.**

Durham College Faculty will be reimbursed for expenses incurred for obtaining a Criminal/Police Records Check. Please submit an expense report and receipt to the SCWI Assistant (Cheryl Hopkins).

A Criminal/Police Records Check can be requested at your local community police station or from the Ontario Provincial Police office in your area. Fees vary from depending on your home location, and timeframe may vary from a couple of days to four weeks.

**IMPORTANT:**

Please ensure you have your reference check complete as soon as possible. Individuals must go to the local police or OPP within the jurisdiction that they reside. You will need one photocopy for each school's file. As soon as you have your check, please deliver one copy of it to the high school office.

Additional information can be found at <http://www.opp.ca/ecms/index.php> , on the search field, type "Records and Police Checks".

## Curriculum Alignment/Course Planning

The success of students in the dual credit program relies heavily on the **pre-planning and flexibility of the high school dual credit teacher and the college faculty**. **There are** two program delivery models; college delivered courses and team-taught courses. Each delivery model is unique, so it's important for the **two teaching partners** to understand the differences.

### College Delivered Dual Credits

- The college faculty is responsible for the assessment and evaluation of student achievement.
- Dual credit students will be informed of the requirements to earn credit for the course on or before the first day.
- Students who do not successfully complete the **college** course will not receive credit towards their OSSD transcript.
- Grades assigned by college instructors must not be adjusted by the secondary school.
- The Learning Skills, Work Habits, and Attendance section of the provincial report card should be completed by the **high school** dual credit teacher.
- **For withdrawals from dual credit courses, the college's deadline must be observed for the student to be able to proceed without academic penalty.** If students are not withdrawn properly the student will have a failure that can only be eliminated by retaking the same course. Please make sure that this deadline is **NOT MISSED**.
- Some dual credit courses may have a secondary school credit value of more than 1.0 credit. Partial completion of these courses may be recorded by indicating a value less than the full credit; the **college faculty** and the **high school** dual credit teacher will recommend the number of credits to be awarded.
- High school dual credit teachers must be given advance warning in the form of an **Academic Alert** from **college faculty** if a student is at risk of not being successful in their college course.
- Students and their parents must be given advance warning if a student is at risk of not being successful in a course. **It is the responsibility of the high school dual credit teacher to communicate with the parent/guardian.**

### Team-taught Delivery Method

- Many courses taught at the secondary school are **team-taught** by college faculty AND a secondary-school teacher.
- Both the college instructor and the high school teacher need to review the two courses being delivered and verify there is significant overlap between the expectations and outcomes in each course. Once this is confirmed, we recommend the teaching partners create a single aligned course

of study, identify which instructor will deliver which content, and determine how students will be assessed and evaluated.

- When students are being assessed or evaluated, they should know if the assessment or evaluation is for the college course content, the secondary school course content, or both.
- **It is very important that students understand that this dual credit is not more work than their secondary school credit, but that it is an enhanced course team-taught by two teachers with two different perspectives.**
- Courses using the team-taught delivery model require pre-planning time to align curriculum between the secondary school course and the college course.
- High school teachers and college instructors are asked to submit, to the appropriate board representative and the college SCWI Manager, a week by week sequence of instruction before the course commences, that clearly indicates how the expectations and outcomes for each course will be delivered, assessed and evaluated.
  - This will ensure that the course covers all expectations/outcomes, and the students understand which content is unique to the college course (and will count to the college course mark only) and which content is unique to the high school course (and will count towards the high school course only), and which content overlaps (and will count towards BOTH courses when evaluated).

**It is important to schedule additional time throughout the semester to plan and coordinate instruction.**

Below is a sample of a possible breakdown of a team-taught dual credit evaluation summary. This will vary by school and program. This would be a helpful piece of information for the students to receive as soon as decided upon by the two teaching partners.

A complete Curriculum Alignment template can be found on the 'Rockstart' website.

<b>Evaluation Criteria:</b> <i>(A full description of the Academic Appeals Process can be found in your Student Handbook)</i>	<i>College</i>	<i>High School</i>
Term Test # 1 : Chapters 1,2,14	15%	7.5%
Term Test # 2 : Chapters 4,6,3	10%	7.5%
In-class Assignments (a minimum of 4 - assigned by section professor)	20%	20%
Group Project - (topic and requirements to be assigned by section professor)	25%	15%
Final Exam	30%	15%
<b>Total</b>	<b>100%</b>	<b>65%</b>

## Student Registration Process

A College Dual-Credit Registration Form **MUST** be completed before a student will be registered in a course. The form **MUST** be completed online and the data **MUST** be submitted electronically **and** printed, signed by student and parent (if 18 or under) and submitted to Karin Savage in hard-copy by fax at 905-721-3197 or scanned to Karin.savage@durhamcollege.ca. The registration form can be found on the Rockstart website:

[www.rockstart.ca](http://www.rockstart.ca)

Students will be assigned a banner ID and registered in the course after they have registered electronically but will be dropped out of the course if a hard copy has not been received within the first two weeks.

It is the responsibility of the secondary school dual credit teacher and/or board contact to assist the student to complete the registration form accurately, collect and submit a hard copy of the form to Karin Savage.

It is important that students are registered in the dual credit course **as soon as possible** and certainly by the end of the first week of class. Please note that until students are registered, they will not have access to DC Connect.

## Dual Credit Course Withdrawal

For students enrolled in college-delivered dual credits, the secondary school dual credit teacher is responsible for ensuring a withdrawal form is completed and submitted to Cheryl Hopkins if the student chooses to withdraw or quits attending class.

Failure to complete and submit the required signed form by the due date will result in the student receiving a transcript with the grade achieved, which must be recorded on the student's high school record and college transcript.

Students who wish to receive no academic penalty for withdrawing from a college-delivered dual credit must submit their form by the following due dates:

### Due date for withdrawals for college-delivered courses:

- No academic record on college transcript: up to four weeks after the start of the course
- Withdrawal "W" recorded on the college transcript: up to four weeks prior to the end of the course

### Due date for OYAP courses:

- No academic record on college transcript: up to four weeks after the start of the course
- Withdrawal "W" recorded on the college transcript: up to 5 days after the midterm reports are posted

\*\*\*Please note that students registered in team-taught dual credits **may not** be withdrawn from the college course unless they are **also** withdrawing from the high school course. If the student withdraws, the same rules will apply as the college-delivered dual credits.

## Communication with Dual Credit Teachers

Regular communication between the secondary school dual credit teacher assigned to the course and the college instructor is critical to student success and successful delivery of the course. It is important for the college instructor to connect with the secondary school dual credit teacher if he/she encounters any of the following problems:

- 1) Student is missing classes: throughout the course, please share attendance information with the dual credit teacher(s). If a student misses three or more classes, advise the dual credit teacher immediately.
- 2) Student has learning disabilities: both the secondary school's Academic Resource team and Durham College's Centre for Students with Disabilities (CSD) can help the student succeed by putting appropriate supports in place;
- 3) Student is attending class but he/she is not showing on the DC Connect/Desire2Learn class list: the secondary school dual credit teacher needs to confirm that the student has completed and submitted the registration form and then contact Cheryl Hopkins;
- 4) Any problems with discipline in the classroom;
- 5) A student wants to withdraw from the course: the dual credit teacher can assist the student with completing a Course Withdrawal form and submitting it to Cheryl Hopkins, so that the student does not receive a grade of zero on his/her college AND high school transcript.

Specifically, if you are experiencing **student behavioural issues**, please consider the following guidelines:

The appropriate board/college contact should be notified regarding issues other than day-to-day classroom management. Major behavioural issues (i.e. that may result in removal from the course) need to be discussed with the school principal and the SCWI Manager. The Durham College faculty will contact the SCWI Manager; the secondary school dual credit teacher will contact the secondary school principal and the board contact.

College instructors should be sure to review the relevant Program Guide and the Student Rights and Responsibilities Policy, <http://www.durhamcollege.ca/wp-content/uploads/ACAD-115-Students-Rights-and-Responsibilities.pdf>, with the students during the first class, giving special attention to program and college policies regarding late submissions, missed submissions/tests, and student behaviour.

**If a student is not submitting assignments or has missed tests, you must follow these guidelines:**

Advise the dual credit teacher if a student is not submitting assignments, missing in-class tests, or are in jeopardy of failing. The dual credit teacher may be able to provide the student with academic support or counselling to help them succeed in their coursework.

College instructors must complete an Academic Alert form if the student is in jeopardy of failing the dual credit and forward a copy to the student and the secondary school teacher: <http://ice/Pages/Forms2.aspx>

## Communication with Parents and Guardians

Contact with parents and guardians should always be through the secondary school dual credit teacher.

## Standards of Practice and Ethics

Whenever there is a concern the high school teacher contacts their Board co-ordinator and the college faculty would connect with the SCWI Manager.

## Course Outlines

**College instructors will provide an electronic or hard copy of the course outline to the secondary school dual credit teacher prior to the start of the course and to the students at the beginning of the course.** Please highlight for students the late policy and attendance policy of the course along with the grading policies and the passing mark. The overall outcomes and expectations of the course are to be the same as if the course was delivered to college students enrolled in the program full-time.

**Cheryl Hopkins will provide college instructors with hard copies of course outlines only upon request a week before the start of the dual credit class.**

## Textbooks and Materials

College texts and materials become the property and responsibility of the student.

### **Ordering Textbooks:**

Cheryl Hopkins will order textbooks for all dual credit courses for instructors contracted through the School of Interdisciplinary Studies.

### **Picking up Textbooks from the Campus Bookstore:**

College instructors must visit the Campus Bookstore and pickup and deliver the required textbooks to the students. Textbooks are charged by the Campus Bookstore to the SCWI account. Additional required materials (e.g. lab-coats) that are available to be purchased at the bookstore may be charged to the SCWI as approved by the SCWI Manager.

Please confirm accuracy of class list with high school teacher before picking up books. **Some books are non-returnable.** Books that have been deemed 'returnable' must be handed back in their original packaging within 14 days of purchase.

Please submit receipts to Cheryl Hopkins for financial tracking purposes.

## Logistics (bussing, classrooms and scheduling, mileage reimbursement)

### **Bussing/Transportation**

For dual credits delivered at the college during the day, the dual credit teacher is responsible for ensuring students have any necessary bus passes or tickets.

## **Classrooms and Scheduling**

College faculty and dual credit teachers should discuss the following items:

- High School schedule and calendar and college schedule and calendar; Course schedule (day of week/time of day); weeks where this may need to be changed; office hours (if necessary/appropriate)
- Computer and/or audio visual requirements
- Access to internet and internal systems
- Parking
- Emergency and safety procedures (including safety requirements and procedures at the college/at the high school); please see the Durham College Emergency Guidelines Poster on page 20
- Other course-specific requirements (safety boots, shoes, etc.)

## **Mileage Reimbursement**

The SCWI Manager will complete and submit a mileage expense form for all college instructors who are teaching at an off-site location based on the mileage from the college to the site (as approved in the SCWI proposals). These mileage expense forms will be submitted to the SCWI Banker Board for reimbursement to college instructors twice during the semester.

## **Faculty Absences**

If you have a last minute emergency and you are unable to teach, please post an announcement in DC Connect/Desire2Learn as soon as possible. **Please remind your students to check DC Connect/Desire2Learn for such announcements.** Please also contact the dual credit teacher(s) by email or phone, and the SCWI Assistant and the SCWI Manager by email and/or phone. College Instructors should provide work to be completed by the students in their absence.

## **Secondary School Dual Credit Teacher Absences**

If you have a last minute emergency and you are unable to team-teach or support students in a faculty delivered dual credit, please contact the dual credit faculty by email or phone as soon as possible. For dual credits delivered at a high school, please be sure to remind administration that a supply teacher must be in the classroom while the college instructor is present. \*\*\*If a qualified supply teacher is in the classroom, it is understood that students in technical courses will be permitted to use shop areas in courses where this is a requirement. If this is not the case, please advise the college instructor immediately.

## **Academic Alerts and Student Rights and Responsibilities**

**If a student is in jeopardy of failing, alert the dual credit teacher immediately and use the college's Academic Alert Form.** Forward a copy of the form to the dual credit teacher and the student.

On a regular basis, be sure to review the [Student Rights and Responsibilities Policy](#) with students.

Please consider reviewing the appropriate college Program Guide with your students during the first week of class.

## Grades

College faculty are required to use DC Connect/Desire2Learn to report grades. It is important that students are registered and that they have access to DC Connect/Desire2Learn so that both they and their dual credit teachers may review student progress in the course. These marks are used by the Registrar's Office to produce official college transcripts, which are sent to the school board contact person.

**Let your students know that they are entitled to one Durham College transcript free of charge but they must request it. If required they may contact Karin Savage.**

As noted, secondary school dual credit teachers may view their students' record of assignment submissions and marks through DC Connect/Desire2Learn by requesting that their students send them or print for them screen captures of this information. Dual credit teachers will not be added to the course (via DC Connect/Desire2Learn) unless they are team teaching the course with the college faculty.

College instructors should email mid-term grades and final grades to secondary school dual credit teachers as soon as they are posted. **It is OK for college instructors to share a spreadsheet with the class list and grades if all of the students have the same dual credit teacher. Otherwise, it's an infringement of the students' privacy to share their grades.**

College faculty must submit a signed copy of their final marks submission sheet and their back-up submission sheet to the School of Interdisciplinary Studies and Employment Services at the completion of each course. This information is kept on file in the event that a student challenges their mark at a future date. **Please also submit the required documents to Cheryl Hopkins.**

### DC Connect/Desire2Learn – Overview for Students

Please be sure to access DC Connect/Desire2Learn regularly to verify that the college class list and the high school class list are identical. **Report any inaccuracies to Cheryl Hopkins immediately.**

As this course is likely the first college course taken by the students, please take time to show the students how to access DC Connect/Desire2Learn, to explain how DC Connect/Desire2Learn will be used in the course, and to encourage them to use the features that are enabled, particularly any communication tools that will allow them to contact the college instructor with questions outside of class hours, will allow them to report their absence to the college instructor, or will allow the college instructor or the high school teacher to post announcements or reminders.

If the course is being team-taught, the high school dual credit teacher may submit a request for access to DC Connect/Desire2Learn so that they can view grades and possibly post their own resources.

One of the SCWI dual credit initiative goals is to provide students with an opportunity to become familiar with college resources like DC Connect/Desire2Learn, to ease the transition from high school to college. **Thank you** for taking the time to use this and other academic services like the library databases to ensure students are provided with opportunities to gain these experiences.

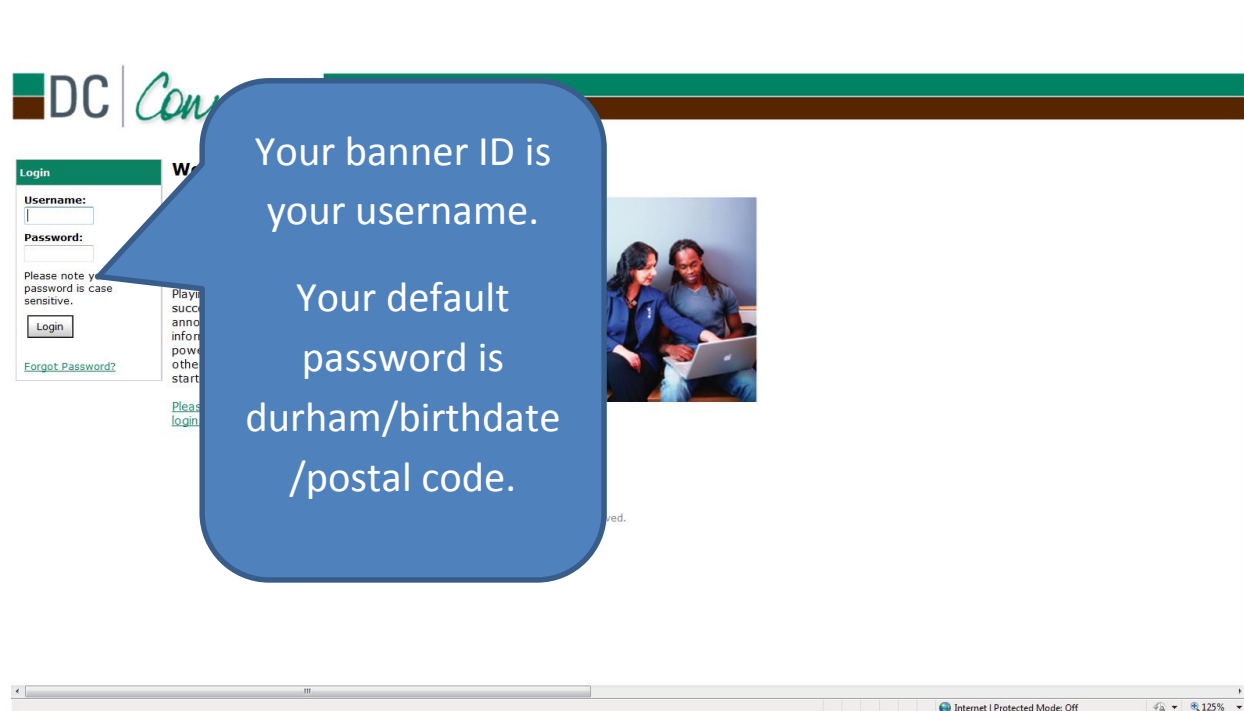
## DC Connect/Desire2Learn, MyCampus and Library Databases (passwords)

If there are technical problems students must contact the Help Desk in the Learning Commons for assistance.

- Logon to campus network (to use computer work-stations on campus): username: student number (100 XXX XXX), default password: durham (or try birthdate mmddyy...or try postal code)
- Logon to library (on-campus or at home): username: student number (100 XXX XXX), password: same one they use for network; if they've never logged on to a work-station on-campus, the default password is durham (or try birthdate mmddyy...or try postal code)
- Logon to DC Connect/Desire2Learn (on-campus or at home): username: student number (100 XXX XXX), password: birthdate mmddyy (or try durham...or try postal code)

## Instructions for students to access DC Connect/Desire2Learn to view grades

Log-on to DC Connect/Desire2Learn: <https://durhamcollege.desire2learn.com/>



My Home Email Locker Help Logged in as Sue Pratt 5/28/2012


**DC Connect** Durham College

Logout

**Campus Links**

- [Student Academic Learning Services \(SALS\)](#)
- [Durham College Library](#)
- [Centre for Students with Disabilities \(CSD\)](#)
- [Durham College Career Services](#)
- [MyCampus](#)
- [Online Course Outlines](#)

**My Settings**



**Welcome, Sue Pratt**

- [Profile](#)
- [Preferences](#)
- [Notifications](#)
- [View my progress](#)
- [Locker](#)

**News**

**Welcome Sue, -here are some ideas about what to do first...**

Posted Apr 15, 2012 11:32 AM

We'd suggest that you fill out or update your personal profile using the "My Settings" widget on the left. The information in this widget will be visible to others so use caution in how you fill it out.

Next you will want to explore your course(s) as listed in the "My Courses" widget below.

Finally, if at any time you want to return to this home screen use the "My Home" link in the top left.

Enjoy!

**My Courses**

**CAFE**

- [Get Connected - CAFE\\_GC1](#)
- [IceBreaker - CAFE\\_IB1](#)
- [Joe Crough - Training Sandbox - JoeC](#)
- [Sue Pratt - Training Sandbox - SuePratt-Sandbox](#)

**Course Shells**

- [201243.28753-LTCS-1301-01 - 28753.201243](#)
- [201243.28754-LTFF-1301-01 - 28754.201243](#)
- [201243.28755-LTIL-1300-01 - 28755.201243](#)

**Updates**

[1 New Emails](#)

**Calendar**

May 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Today

**Events**

Today

No events

**Upcoming**

No events

**CAFE Training Courses**

http://www.durhamcollege.ca/mycampus/ Internet | Protected Mode: Off 125%

My Home Email Locker Help Logged in as Sue Pratt 5/28/2012

**DC Connect** Sue Pratt - Training Sandbox

Course Home Content Grades Classlist Dropbox Discussions Quizzes Groups Blog Edit Course Logout

**Calendar**

May 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Today

**Events**

Today

No events

**Upcoming**


No events

**News**

**Welcome to Sue**

Posted May 9, 2012 9:51 AM

Sandboxes are fun places to play with your grades.



**Updates**

[1 New Dropbox Submissions](#)

[1 New Emails](#)

**Bookmarks**

**My Bookmarks**

No bookmarks have been added.

Done Internet | Protected Mode: Off 125%

My Home Email Locker Help Logged in as Sue Pratt 5/28/2012

**DC Connect** Sue Pratt - Training Sandbox

Course Home Content Grades Classlist Dropbox Discussions Quizzes Groups Blog Edit Course Logout

**Content Areas**

- View Content
- Manage Content**
- Reports
- Settings
- Manage Files

**Instructions**

- Use this page to manage content for your course, such as editing, copying, deleting, moving and reordering topics or modules.
- You can select multiple items to edit, copy, move or delete.
- To select all items in the list, select the check box at the top or bottom of the list.

### Manage Content

Manage Content New Module New Topic Add Multiple Topics Reorder

Search For:  Search [Show Search Options](#)

Content Items	Actions
<b>Sue Pratt - Training Sandbox</b>	
Week One	
<input type="checkbox"/> <a href="#">Course Outline</a>	
<input type="checkbox"/> <a href="#">powerpoint</a>	
<input type="checkbox"/> <a href="#">pdf file</a>	
<input type="checkbox"/> <a href="#">something interesting</a>	
Week Two	
<input type="checkbox"/> <a href="#">CARR 1300-CareerAcademic Choices-1112</a>	
<input type="checkbox"/> <a href="#">Penguins</a>	
<input type="checkbox"/> <a href="#">Synopsis of the Generic Skills Learning Outcomes</a>	
<input type="checkbox"/> <a href="#">Career and Academic Choices WEEK 1</a>	
<input type="checkbox"/> <a href="#">Career and Academic Choices WEEK 2</a>	
<input type="checkbox"/> <a href="#">Career and Academic Choices WEEK 3</a>	
<input type="checkbox"/> <a href="#">IMG_0658</a>	

Internet | Protected Mode: Off 125%

My Home Email Locker Help Logged in as Sue Pratt 5/28/2012

**DC Connect** Sue Pratt - Training Sandbox

Course Home Content **Grades** Classlist Dropbox Discussions Quizzes Groups Blog Edit Course Logout

**Grades Area**

- Enter Grades
- Manage Grades**
- Grades Settings
- Grades Schemes
- Setup Wizard

**Instructions**

- The Grades tool is used to create grade items and schemes for measuring users' performance; record grades; and share a grade book and statistics with users.
- Use this page to view, create, edit, and delete grade items and categories.

### Grades List

Grades List New Item New Category Reorder Delete

Grade Item	Actions
<input type="checkbox"/> <a href="#">assignment 1</a>	
<input type="checkbox"/> <a href="#">assignment 2</a>	
<input type="checkbox"/> <a href="#">assignment 3</a>	
<input type="checkbox"/> <a href="#">assignment 4</a>	
<input type="checkbox"/> <a href="#">mid test</a>	
<input type="checkbox"/> <a href="#">final test</a>	
<input type="checkbox"/> <a href="#">term project</a>	
<input type="checkbox"/> <a href="#">Final Calculated Grade</a>	
<input type="checkbox"/> <a href="#">Final Adjusted Grade</a>	

View grades.

<https://durhamcollege.desire2learn.com/d2l/lms/grades/index.d2l?ou=11498> Internet | Protected Mode: Off 125%

# College Academic Services and Resources Available to Dual Credit Students

## **Accommodation and Learning Disabilities**

Durham College is committed to providing equal access to services, facilities and educational programs for persons with disabilities. If one of your students has a documented medical, physical, psychological or learning disability, he/she may be eligible for accommodations that can help him/her to succeed academically. Students may require an up-to-date medical diagnosis in order to receive an accommodation, not just an Individual Education Plan. The following are examples of academic accommodations and support services which may be put in place:

- training in and access to technical aids (assistive equipment and software)
- computerized note-taking for those with sight or hearing disabilities
- alternatives to print materials
- American Sign Language interpreting
- alternative testing arrangements
- counselling support
- various other supports such as learning strategies, peer note-taking and tutoring services
- a full-time Learning Strategist and Assistive Technologist for students

The following information about college academic services and resources is provided to dual credit teachers to assist them with accessing and using the college services and resources to support their student.

## **Centre for Students with Disabilities**

The CSD operates under the Ontario Human Rights Code (OHRC) to ensure services are provided for students with disabilities. Students who do not have documentation supporting a disability but are experiencing difficulties relating to educational access are encouraged to visit the CSD for assistance. Accommodation supports can be provided on an interim or on-going basis.

Accommodations include but are not limited to:

- Transition support for incoming students
- Disability advocacy
- Learning skills support
- Adaptive technology training
- Alternate format for course material

<http://www.durhamcollege.ca/student-experience/helping-you-succeed/centre-for-students-with-disabilities>

## **Student Academic Learning Supports Centre**

SALS online learning resources are available for dual credit instructors and dual credit secondary school teachers to access and use with their students (or students to access and use on their own). Students may also visit the SALS Centre in the Student Services Building and register to attend work-shops.

Student Academic Learning Services (SALS) has a presence within Durham College's Learning Management System (LMS) "DC Connect". The DC Connect SALS course is free of charge and available to all Durham College students who complete the self-registration process.

Once registered, students have access to learning and writing skills modules, videos, and tip sheets as well as help modules for math, science, accounting and statistics. The course also offers a variety of quizzes and tests to help students assess their understanding of key topics and concepts in the disciplines of science, math and business.

## **Information Technology Services (ITS)**

Information Technology (IT) is integral to the student experience at Durham College and is an essential aspect of academic and personal success. The IT skills and experience our students develop are broadly used during their academic studies and, more importantly, in furthering their personal, professional and career success.

ITS Service Desk

Learning Commons, Gordon Willey building, Room SW100

T: 905.721.3333 or 905.721.2000 ext. 3333

E: [ServiceDesk@dc-uoit.ca](mailto:ServiceDesk@dc-uoit.ca)

<http://www.durhamcollege.ca/info-for/current-students/information-technology-services-its>

## Class Visits to the College

Students enrolled in a dual credit that is delivered at their high school may visit the college campus during the semester their dual credit is scheduled. The SCWI provides funding to reimburse the secondary school for the cost of transportation to the college and refreshments. The high school teacher needs to contact their school board representative for details about reimbursement for bussing. It's expected that the dual credit teacher will accompany the students to the campus. However, the SCWI does not reimburse the school for the cost of a supply teacher hired to cover the dual credit teacher's absence while they are at the campus. Please advise high school teachers to check with their SCWI board rep. for individual board arrangements.

**The dual credit teacher and the dual credit faculty should coordinate this visit.** The SCWI Assistant, Cheryl Hopkins, will email all teachers and professors at the beginning of each semester with a 'group visit form' to be filled out and sent to back to her 3 weeks prior to the visit so arrangements for room booking, accommodations and refreshments can be made. Cheryl can also provide information about contact persons in Admissions and Recruitment, who may be available to provide program overviews, financial information, or arrange tours.

\*\*\*Secondary school teachers: PLEASE be sure to leave an emergency contact number with your school secretary when you visit the campus, in the event that a student needs to be located during the class visit.

## On Campus Celebrations

On or about the last day of the dual credit, please incorporate time in your class to celebrate your students' participation in the dual credit program. The SCWI Assistant will contact you three to four weeks prior to the last class, to make/confirm arrangements regarding refreshments. Your assistance with the coordination of this celebration is appreciated.

## EMERGENCY GUIDELINES CLASSROOM/OFFICE SPACE

The following guidelines are posted to provide general guidance during an emergency. No guideline covers every circumstance. Evaluate the situation and take the safest course of action.

MEDICAL	SECURE AND HOLD	CRIMINAL ACTS/ VIOLENCE
<p>If someone requires medical attention:</p> <ul style="list-style-type: none"> <li>Call Campus Security at ext. 2400 or 905.721.3211. They will dispatch the Campus Emergency Response Team and the appropriate authorities.</li> </ul>	<p>A secure and hold occurs when a lockdown is not necessary, but public safety is still an issue.</p> <ul style="list-style-type: none"> <li>Do not exit the building unless instructed to do so; and</li> <li>Follow directions from the appropriate authorities to assist in securing the building.</li> </ul>	<p>In the event you witness a Criminal Act (e.g. violence, observe a weapon, theft, vandalism, etc.):</p> <ul style="list-style-type: none"> <li>Do not intervene; and</li> <li>Call ext. 2400 or 905.721.3211 and report the threat. Be as detailed as possible.</li> </ul>
FIRE	CAMPUS THREAT/SUSPICIOUS PACKAGE	BUILDING FAILURE
<p>Upon discovery of a fire:</p> <p>Remove all occupants. Enclose the area you are leaving. Activate the fire alarm. Call ext. 2400 or 905.721.3211 to report a fire. Take the stairs.</p> <p>If you hear the fire alarm, this building uses a two-stage alarm system. Follow these instructions:</p> <p><b>STAGE ONE</b> The alert signal - one pulse every two seconds. Evacuation is not required during stage one.</p> <p>If you hear the alert signal:</p> <ul style="list-style-type: none"> <li>Stay calm, remain where you are, and prepare to leave the building if instructed to do so.</li> </ul> <p><b>STAGE TWO</b> The evacuation signal - one pulse every second. Evacuation is required during stage two (2).</p> <p>If you hear the evacuation signal (stage two):</p> <ul style="list-style-type: none"> <li>Evacuation is required;</li> <li>Assist persons with a disability in evacuating, or help them to a designated safety zone which are located near all major stairwells and are marked with a red sign;</li> <li>Close doors behind you;</li> <li>Do not use the elevators;</li> <li>Exit the building through the nearest safe exit;</li> <li>Move a safe distance away once outside; and</li> <li>Wait for clearance from the appropriate authorities before re-entering the building.</li> </ul>	<p>If you are informed or aware of a threat to campus or a suspicious package, follow these instructions:</p> <ul style="list-style-type: none"> <li>Do not pull the fire alarm;</li> <li>Call ext. 2400 or 905.721.3211 and report the threat. Be as detailed as possible;</li> <li>Do not touch any suspicious packages; and</li> <li>The appropriate authorities will assess the situation and provide direction.</li> </ul> <p><b>LOCKDOWN</b></p> <p>A lockdown announcement will be made over the Public Address (PA) System.</p> <p>When a lockdown is announced, follow these instructions:</p> <ul style="list-style-type: none"> <li>Remain in or go to the nearest room;</li> <li>Close, lock or barricade the door;</li> <li>Turn off the lights and stay out of sight;</li> <li>Remain quiet and turn off cellphone ringer;</li> <li>Account for everyone in the room;</li> <li>Wait for further instruction;</li> <li>Do not open the door for anyone; and</li> <li>Do not use cellphones or safety phones unless you have information about the threat.</li> </ul> <p>If the fire alarm sounds during the lockdown:</p> <ul style="list-style-type: none"> <li>Assess your area for signs of fire;</li> <li>If no sign of fire, remain in lockdown;</li> <li>If signs of fire, evacuate if safe to do so; and</li> <li>If you choose to evacuate, use the safest exit.</li> </ul>	<p>In the event of a building failure (e.g. power outage, gas leak, flooding, elevator failure, etc.):</p> <ul style="list-style-type: none"> <li>Call ext. 2400 or 905.721.3211 and report the threat. Be as detailed as possible;</li> <li>If instructed to do so, vacate the area; and</li> <li>The appropriate authorities will assess the situation and provide direction.</li> </ul> <p><b>INFORMATION AND RESOURCES</b></p> <p>Below are some additional resources related to safety and security.</p> <p><b>Security services</b></p> <ul style="list-style-type: none"> <li>Security services - ext. 2400 from any campus phone, or 905.721.3211 from external lines.</li> <li>All campus payphones can dial 911; and</li> <li>Campus Walk - ext. 2400 or 905.721.3211.</li> </ul> <p><b>Other contacts:</b></p> <ul style="list-style-type: none"> <li>Durham Regional Police Services 905.579.1520;</li> <li>Campus Health Centre 905.721.3037; and</li> <li>For Lost and Found, contact security.</li> </ul> <p><b>Hazard reporting:</b></p> <ul style="list-style-type: none"> <li>If you see a hazard or unsafe act, please call ext. 3333 or 905.721.3333 between the hours of 7 a.m. to 10 p.m.; after 10 p.m., call security at ext. 2400 or 905.721.3211.</li> </ul>

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