



University of Idaho

Dual Credit Program

Faculty Liaison Handbook
2023-2024





Dear Dual Credit Faculty Liaison,

Welcome to University of Idaho Dual Credit Program! Your knowledge, leadership, and encouragement makes it possible for our high school teaching partners to facilitate U of I curriculum in an effective and positive way for students. We are truly thankful for your contributions.

My hope is that this handbook helps clarify your role in this experience. If there is something you would like to see in the handbook to better support your work, please complete the [2024-2025 Handbook Updates survey](#) with your suggestions.

Sincerely,

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WELCOME TO THE UNIVERSITY OF IDAHO DUAL CREDIT TEAM

Since 1889, the University of Idaho has provided students with a transformative experience in higher education. In 1997, Idaho Legislature approved the implementation of dual credit (DC)¹ and the University of Idaho offered its first dual credit options for high school students. In the original model, students took classes at their high schools with high school teachers. Now, dual credit students can earn college credit at their high school as well as a variety of online and on-campus options. In 2019, The University of Idaho Dual Credit Program was accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). Current courses offered for dual credit with U of I Dual Credit comply with the [Idaho State Board of Education](#) and [the National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#) standards that govern dual credit programs.

The University of Idaho Dual Credit Program is now celebrating 25 years of service to students in the state. During this time, U of I has supported teachers as they support students' work to earn what are now thousands of college credit hours and get closer to achieving their personal and professional career goals. U of I is partnering with over 50 schools statewide to provide college credit opportunities in 42 of the 44 counties in Idaho.

We are grateful to be home to a collaboration between over 30 university faculty mentors and over 120 high school teaching partners. Together, these communities work together as university faculty and U of I Dual Credit Program to offer academic support and professional development opportunities for teaching partners to ensure an equivalent, and quality, classroom experience for students and teachers. At U of I Dual Credit, **Vandals Start Here!**

UNIVERSITY OF IDAHO MISSION, VISION, AND VALUES

Mission

The University of Idaho will shape the future through innovative thinking, community engagement, and transformative education.

Vision

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.

Values

Excellence | Respect | Integrity | Perseverance | Sustainability

DUAL CREDIT MOTTO, MISSION AND VISION

Motto

Vandals Start Here. Vandals Succeed Here.

Mission

Dual Credit at University of Idaho provides students the opportunity to earn college credit while in high school. We meet them where they are, no matter *where* they are, by facilitating a meaningful, inclusive, and purposeful educational experience.

Vision

Our vision is to inspire Dual Credit Vandals to become authentic leaders and learners.

¹These courses include variations of dual credit (DC), concurrent enrollment (CE), and Early College (EC) programs. See also Hansen and Farris' *College Credit for Writing in High School*. Dual credit is one of many dual enrollment options. Dual Credit and Dual Enrollment, however, are not related in any way to the processes, curriculum, etcetera of Advanced Placement (AP) and International Baccalaureate (IB).

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Faculty Liaison Information

The Dual Credit Program has created a [SharePoint folder](#) for each department sponsoring dual credit courses. Within the folders are academic year-specific and topic-specific folders where faculty liaisons will upload required documentation pertaining to application reviews, onboarding, syllabi, classroom visits, and professional development (PD). Supporting documents for active teaching partners' ongoing requirements will be placed in the folder specific to the academic year in which the event took place. (Contact the Dual Credit Office to create any necessary additional folders.)

- Uploaded files should be saved utilizing the following naming convention: teaching partner name_high school abbreviation_course_date_document (e.g., XHS C.Moreland ENGL 101 11.7.23 Classroom Visit Observation)

The Dual Credit Office will upload new teaching partner applications ready for review to the departmental folder and notify the appropriate faculty liaison. The application and all subsequent review and onboarding documentation should be placed in the folder specific to the academic year in which the teacher will begin teaching (i.e., applications received for teaching partners to begin facilitating content in the Fall 2024 semester will be placed in the 2024-2025 folder).

A SharePoint document managed by the Dual Credit Office for tracking ongoing requirements is also available for faculty liaison reference.

All updated Dual Credit forms can be downloaded from the [Faculty Liaison Forms](#) page on the Dual Credit website. If prompted, enter your U of I credentials to access the page.

Visit the [Dual Credit Program website](#) for more information and resources.

Roles and Responsibilities (NACEP F4)

Faculty Liaison Responsibilities

1. Review high school teaching partner applications. (NACEP F1)
2. Create study plans with high school teaching partners, as necessary.
3. Facilitate new teacher discipline-specific training for approved teaching partners. (NACEP F2)
4. Provide teaching partners with U of I discipline-specific course syllabus, rubrics, sample exams, and other course materials prior to the start of the course. (NACEP C2)
5. Review teaching partner's Dual Credit Program-provided Dual Credit syllabus template with high school teaching partners. **Note:** The Dual Credit Program may share template updates with teachers as appropriate. (NACEP C2)
6. Provide guidance concerning the grading policies of the department. (NACEP A1)
7. Provide to the Dual Credit Office one U of I sample rubric or one ungraded assessment template (exam or essay) and equivalent high school sample rubric or one ungraded assessment template (exam or essay) per course per year prior to the June 30 deadline. (NACEP A1)
8. Schedule a classroom visit with teaching partners for a time and mode that works best during the first semester of the first course offering. Following the initial visit, a classroom visit must be completed once every other academic year. (NACEP C3)
9. Introduce teaching partners to U of I's culture including mission, vision, and values and facilitate development by networking, sharing resources, and providing positive and constructive feedback on professional development issues. (NACEP F3)
10. Facilitate a total of eight hours professional development per academic year for teaching partners which can be completed in one session or multiple sessions (July through June). (NACEP F3)
11. Attend faculty liaison orientation and Dual Credit Program-led professional development.
12. Faculty liaisons will extend adherence to guidelines outlined in Faculty Staff Handbook (FSH) where it concerns their responsibilities and obligations in collaboration with the Dual Credit Program.

Dual Credit Program Responsibilities

1. Communicate any necessary information as needed to all stakeholders. (NACEP P2)
2. Update Teaching Partner and Faculty Liaison handbooks annually, to be shared with stakeholders each fall.
3. Ensure a faculty member from the academic department to serve as a high school liaison. (NACEP P1)
4. Facilitate faculty liaison orientation and professional development.
5. Provide faculty liaison support for ongoing high school collaboration. (NACEP P2)
6. Advise students regarding admissions, course selection, enrollment, and transferability. (NACEP S3)
7. Monitor and track accreditation requirements.
8. Facilitate student end-of-course evaluations. (NACEP E1)
9. Conduct evaluations of the Dual Credit Program. (NACEP E2)

Teaching Partner Responsibilities

1. Complete a New Teacher Orientation prior to offering the course. (NACEP F2)
2. Confirm course offerings with the Dual Credit Program each term. (NACEP C1)
3. Verify roster(s) in VandalWeb during the first week of the course and prior to the drop and withdrawal deadlines to ensure enrollment accuracy. (NACEP S1)
4. Develop and/or update syllabus, have it approved by faculty liaison, one per course per year, and submit to the Dual Credit Office prior to the October 1 deadline. (NACEP C2)
5. Distribute U of I Dual Credit template-based syllabus, which may include Dual Credit Program as well as departmental standards, to students. (NACEP C2)
6. Submit one sample rubric or ungraded assessment template (exam or essay) per course per year prior to the June 30 deadline. (NACEP A1)
7. Implement U of I curriculum, SLOs, and assessments as intended. (NACEP A1 and C2)
8. Attend annual faculty-provided professional development (PD) to complete a total of eight hours per academic year, which can be completed in one session or multiple sessions (July through June). (NACEP F3)
9. Schedule a classroom visit with your faculty liaison for a time and mode that works best for you during the first semester of your first course offering. Following the initial visit, a classroom visit must be completed once every other academic year. (NACEP C3)
10. Introduce U of I's culture and services to students. (NACEP S3 and S4)
11. Remind students to complete the end-of-course evaluations provided by the Dual Credit Program. (NACEP E1)
12. Enter grades into VandalWeb before posted deadlines. (NACEP S1)

High School Administrator/School District Responsibilities

1. Support high school teaching partners serving as U of I adjunct faculty.
2. Ensure accurate completion of MOU and payment agreements.
3. Meet annually with the Dual Credit Program to confirm course offerings.
4. Act as a liaison between U of I, high school students, parents, teachers, Dual Credit staff, and the community.
5. Support the Dual Credit Program within the school district.
6. Collaborate with the Dual Credit Program to resolve any questions or concerns.

Ethics Policy (NACEP P1)

The Dual Credit Program is committed to creating an environment where students and faculty alike feel empowered to work towards their personal and professional goals. As such, all stakeholders must comply with the University of Idaho's Ethics Policy to ensure a quality and equivalent classroom experience for all.

The Dual Credit Program will uphold the University of Idaho Ethics policies as follows:

Taken from the [University of Idaho Faculty Staff Handbook, Chapter 3: University Ethics](#)

A. Ethics

"Within the university community, all participants have rights and obligations to uphold the functionality, dignity, and harmony of the university. . .All UI employees shall work to maintain an environment conducive to research, learning and service, and all employees have an integral contribution to providing a high quality learning environment. All UI employees accept their share of responsibilities for the governance of the institution. They respect the rights of students and fellow employees. When they speak or act as private persons, they avoid creating the impression that they speak or act for their college or the university. They adhere to the stated regulations/policies of the institution (provided they do not contravene academic or constitutional freedoms)[.]"

A-2. Ethics in Scholarship.

"All individuals engaged in scholarly activity are to practice honesty and integrity in the pursuit of knowledge and creative expression. . .In the exchange of criticism and ideas, they show due respect for the opinions of others and strive to be objective in their professional judgment of colleagues. As citizens engaged in a profession that depends upon freedom for its health and integrity, scholars (students, technicians, and faculty members) have a particular obligation to promote conditions of free inquiry and expression, and to further public understanding of academic freedom."

C. Reporting Unethical Behavior

"As state employees, UI faculty and staff recognize their responsibility to report unethical behavior when it is encountered."

Taken from the [University of Idaho Faculty Staff Handbook, Chapter 3: Affirmative Action and Equal Employment Opportunity Hiring](#)

A. Policy

"The University of Idaho is an equal opportunity and affirmative action employer. It is the policy of the regents that equal opportunity be afforded in education and employment to qualified persons regardless of race, color, national origin, religion, sex, age, disability, or status as a disabled veteran or Vietnam-era veteran. . . It is also the policy of the University of Idaho to not discriminate based on sexual orientation."

Teaching Partner Non-Compliance (NACEP F4)

All approved teaching partners must comply with the policies and procedures of the University of Idaho and the Dual Credit Program which includes ethics policies described above.

If a teaching partner does not meet the expected responsibilities or exhibits non-compliance with program, university, state, national, or NACEP standards, Dual Credit teaching approval may be revoked and the MOU terminated (refer to item 8, Agreement and Stipulations, on the MOU). Should a teaching partner's status be changed to non-compliant, the associated stipend will be withheld until corrected.

In the rare instance when a Dual Credit teaching partner's performance at a partnering high school does not match the University of Idaho's, the sponsoring department's, or the Dual Credit Program's standards, it may be necessary to put a Dual Credit teaching partner into a probationary category or end the relationship as a Dual Credit teaching partner.

The following are process guidelines for intervention with, or the removal of, a teaching partner, working in partnership with the partnering high school:

- A performance issue for a teaching partner is identified by the University of Idaho's sponsoring department or the local high school administration.
- The liaison, or sponsoring department, will communicate with the teaching partner expressing the performance concerns and offer support and/or additional training to address performance concerns via a Non-Compliance Notification Letter.

Based on the specifics of the performance issue as well as previous intervention attempts, the Dual Credit Program, or a designee (in some cases the sponsoring department chair), after consultation with the liaison and/or sponsoring department, will approve a probationary period or separation for the teaching partner from the University of Idaho as a Dual Credit teaching partner. Teaching partners will be notified via a Non-Compliance Termination Letter.

Student Code of Conduct (NACEP S3)

The [University of Idaho's Student Code of Conduct](#) was developed in partnership with University of Idaho students and faculty and approved by the Idaho Board of Regents. It exists to educate students in understanding their rights and responsibilities as members of a safe, civil, and ethical academic community. Complete information is located in the [Office the Dean of Students](#) site under the [Student Conduct](#) link.

Note:

All Dual Credit syllabi must reference, and include a link to, the University of Idaho's Student Code of Conduct.

Teaching Partner Applications (NACEP F1)

University of Idaho Dual Credit faculty liaisons are expected to support the review and hiring process of teachers seeking to instruct in the faculty liaison's subject area. Faculty liaisons will review applications and submit documentation of approval (or otherwise) to the Dual Credit Office within two weeks of notification from the Dual Credit Office that a new application has been submitted. Upon teacher approval, faculty liaisons will provide ongoing support by reviewing syllabi, providing professional development opportunities for teaching partners, and conducting observations of college dual credit course facilitation.

Teaching partners who are approved to teach for the University of Idaho Dual Credit program become affiliates and receive a Vandal number and a U of I staff account with access to the UI Library, VandalWeb, and a VandalMail email account.

Teaching Partner Application Deadlines (For the following academic year)

Fall Applications Open	Fall Priority Deadline	Fall Final Deadline	Spring Applications Open	Spring Priority Deadline	Spring Final Deadline
March 1	April 1	May 15	August 1	September 1	October 15

Required Application Documents:

1. [Teacher Application](#)
2. HR Data Form-A1 or I-9
3. Cover letter
4. Statement of Educational Philosophy
5. Resume
6. Transcripts (unofficial are accepted)
7. Letter of recommendation from the principal

Applications are submitted through the [online application](#) found on the Dual Credit website. Once an application is reviewed by Dual Credit Office, it will be sent to the appropriate faculty liaison. Once a teaching partner has been approved, the Dual Credit Office will send an acceptance letter, MOU, account setup instructions, and coordinate to ensure course sections are created.

Teaching Partner Qualification Guide

High school teachers who seek to teach a dual credit course for U of I are expected to meet the following conditions:

- Hold a master's degree in the subject field (or an approved field identified by the sponsoring department), **OR** a bachelor's degree in the subject field with 18 semester credits of graduate work in the subject field (or an approved field identified by the sponsoring department) **OR** is participating in a certificate plan.
- Meet the requirements the department uses to approve assistant professors, adjunct faculty, or instructors who would be teaching the same course on campus for U of I. (This condition is not included for departments that require a doctorate-level terminal degree. In these cases, we may consider these requirements as the base criteria unless the department has objections.)

Faculty liaisons need to complete the [Approval Checklist](#) during the review process and submit to the Dual Credit Office.

Note: Teaching partners interested in offering a U of I Dual Credit course at their high school must have the approval of their administration before engaging in any Dual Credit partnership with the University of Idaho.

Exceptions

As a means to continue engagement with any **existing high school teaching partner** who may not meet these minimums at time of review, and to affirm our compliance with NWCCU and NACEP standards, we agree to grant an exception for a person who:

1. Holds a bachelor's degree in the subject field being taught (or an approved field identified by the sponsoring department),
2. Has completed at least two years teaching in the subject field (or an approved field identified by the sponsoring department), and
3. Is willing to develop a Master's Degree Study Plan or Dual Credit Instructor Certificate Plan to work towards a credential in the subject field (or an approved field identified by the sponsoring department).

The plan must:

- Have clear and specific yearly goals and a means to document progress
- Be completed within four to five years, unless approved by the sponsoring department (e.g., 18-semester credits of graduate work as noted under Minimum Requirements, number 1)
- Be maintained and reviewed by the sponsoring department and the Dual Credit Office

Dual Credit Teaching Certificate*

All required coursework must be completed with a grade of 'C' or better (O-10-a (https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/))		
Code	Title	Hours
EDCI 418	Culturally Responsive Pedagogy	1
<i>Select 8 credits of education-related course work</i>		
EDCI 420	Gender and Sexual Diversity in Schools	
EDCI 421	Racial and Ethnic Diversity in Schools	
EDCI 422	Socio-Economic Diversity in Rural Schools	
EDCI 424	Universal Design in Learning	
EDCI 426	Working with Native American Students and Communities	
500-Level EDCI or EDSP electives		
Content-Specific Coursework		9
<i>Select graduate-level coursework in discipline to be taught in dual credit class</i>		
Total Hours		18

Example: Dual Credit Teacher Certificate (in Chemistry)

8-9 hours in graduate-level Chemistry (or related courses)

CHEM Liaison Choice

Course Options

Chem 418/518 (Environmental Chemistry)

Chem 472/572 (Medicinal Chemistry)

Anth 451/551 (Forensic Science)

Plus

8-9 hours in Graduate-Level 4-500 level EDCI courses

Determined by liaison and HS teacher

1 hour must be in Culturally Responsive Teaching course (400-level)

Overview

*These details are still in the process of being developed and the ability to utilize this certificate to meet Dual Credit teaching partner guidelines will vary by department. Please consult the academic department prior to enrolling in the certificate.

The University of Idaho Dual Credit program (UIDC) is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). One of the main tenants of NACEP accreditation requires UIDC students to have the same experience as our degree-seeking students. Degree-seeking students experience U of I courses as accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Specific to the teacher credentials, NACEP accreditation Faculty Standards specify the following: Faculty 1 (F1) "All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus."

Currently, the University of Idaho provides guidelines for multiple kinds of faculty:

1. Faculty Qualification Guidelines

- Dual Credit teaching partners facilitate baccalaureate course work
- Dual Credit teaching partners are A-1 affiliates
- Dual Credit teaching partners are temporary faculty and must adhere to the these [University Guidelines](#)

2. According to these guidelines, dual credit instructors are governed by A and C of the U of I [Faculty Qualification Guidelines](#)

A) To teach baccalaureate course work:

- A doctorate/terminal degree in the teaching discipline is preferred in all cases.
- A master's degree in the teaching discipline or closely related field is required.
- For all courses taught in the College of Law, a J.D. is required.
(Source: [Faculty Qualification Guidelines](#))

C) To teach as [temporary faculty](#), visiting faculty, instructional affiliates, or other individuals hired to be an instructor of record:

- The individual must meet the educational qualifications in A and B above.
- If the individual does not meet the education qualifications above, but has a combination of
 1. bachelor's degree or higher and
 2. graduate coursework in the discipline or
 3. exceptional experience that qualifies them to deliver specific coursework then the hiring unit may submit a request for an exception following the process below.

Exception Request

An exception can be requested via the "Exception to Faculty Qualifications Request Form." This process is limited to external candidates who are not current U of I University faculty for the following:

- Exceptional and/or unique expertise must be demonstrated and include documentable elements of regional, national or international recognition (e.g. substantive honors and awards, provide expertise beyond that found in the program/department, and/or increase the potential for students and faculty to extend their knowledge and professional activities.
- Exception requests are reviewed on a case-by-case basis and must be approved by the Vice Provost for Faculty.
- Exceptions must be allowable under any specialized accreditation standards for the teaching discipline.

Graduate Certificate/Dual Credit Teaching Partner Checklist

- Complete high school teacher application with required documents on file (cover letter, resume, statement of teaching philosophy, transcripts, and principal letter of recommendation)
- Dual Credit application to waive master's on file with required signatures from department chair and Vice Provost for Faculty include
- Acceptance letter from the Dual Credit Office
- Degree plan development with faculty liaison
- Graduate school **OR** non-degree certificate on file
- MOU agreement (TBA)
- Dual Credit teaching partner orientation with faculty liaison
- Faculty liaison-approved syllabus on file

Waivers

The sponsoring department will review high school teacher qualifications for those who do not hold a master's degree. Faculty liaisons will reach out to the high school teacher with a proposal to develop a Master's Degree Study Plan that moves them towards a master's degree. Those who choose not to develop a study plan are required to apply for a waiver to continue teaching Dual Credit courses for the U of I. The waiver should provide a strong rationale as to how the person is otherwise qualified.

For example: The instructor has several semester credits at the graduate level in the subject field (or a field identified by the sponsoring department) and specialized experience/training in the area being taught that supports such an exception and provides an educational opportunity not available locally.

The waiver will be reviewed and approved/denied by a committee comprised of the Vice Provost for Academic Initiatives, the Dual Credit Director, and an ad hoc member from the sponsoring department/college requesting the waiver.

The sponsoring U of I department may also request a waiver based on current practices on campus.

Professional Development

New Teaching Partner Orientation (NACEP F2 & F4)

High school teaching partners who are approved to teach for the University of Idaho Dual Credit Program become affiliates of the sponsoring department and receive a Vandal number, a VandalMail email account, and access to the U of I Library. Liaisons provide oversight and curriculum guidance to ensure alignment between courses delivered on the high school campus and courses delivered on the university campus. Academic departments are expected to provide professional development opportunities to high school teaching partners, and faculty liaisons agree to be an academic resource for high school teaching partners.

Topics covered should include:

- Discipline-specific professional development
 - Philosophy
 - Curriculum
 - Pedagogy
 - Learning outcomes and assessment
- U of I Policies and Procedures (i.e., [DC Teaching partner Handbook](#)) (NACEP F4)
- How to access Rosters in VandalWeb
- Dual Credit syllabus requirements

After completion of the orientation, teaching partner should complete the [HS Teacher Training and Orientation](#) and [HS Teacher PD Evaluation](#) forms and submit to the Dual Credit Office.

Annual Professional Development (NACEP F3)

Dual Credit teaching partners must participate in university-provided annual discipline-specific professional development and ongoing collegial interaction to further enhance teaching partners' pedagogy and breadth of knowledge in the discipline.

Not all PD requires direct instruction through presentations in conference-style workshops. Professional development activities that are not face-to-face such as webinars, videoconferences, online discussion forums, and course management systems (Canvas) are acceptable if they are ongoing, robust, meaningful, and interactive.

The liaison can ask the teaching partner(s) for suggestions of specific topics to cover, a topic students or teaching partners are having trouble with, and collaborate on effective outcome-based methodologies.

The [Center for Excellence in Teaching and Learning \(CETL\)](#) also has numerous university-wide faculty development opportunities in which teaching partners are encouraged to participate.

The Dual Credit Program recommends four hours of professional development each semester (including a one-hour requirement to meet with the Dual Credit Office), for a total of eight PD hours per academic year which can be completed in one session or multiple sessions. If this poses a challenge for any discipline, please contact the Dual Credit Office to make alternate arrangements. If a teaching partner cannot participate in a PD activity because it takes place outside of their contract period, faculty liaisons are encouraged to provide alternative options for teachers to complete required PD.

The Dual Credit Program would prefer professional development activities to take place prior to or during the academic year in which the teaching partner will facilitate U of I curriculum. As a default, PD submissions on or before June 30 will be applied to the previous academic year. Any PD that takes place on or after July 1 will be applied to the upcoming academic year. If a department obtains agreement from the Dual Credit Office to conduct the professional development on a different schedule, the Dual Credit Program will take responsibility for explaining the differing timeline of PD in accreditation documents.

After completion of a PD event, the following documentation must be submitted to the Dual Credit Office prior to the June 30 deadline using the [departmental SharePoint folder](#):

- Agenda
- [PD Attendance Sheet](#)
- Assignments/Handouts
- [PD Form](#)
- [PD Evaluation Form](#)

Course Observations

Syllabus (NACEP C2)

Dual Credit teaching partners are required to submit an updated syllabus annually, prior to the October 1 deadline, for each course taught. This is a requirement for NACEP and ensures the sponsoring academic department and the Dual Credit Office have the latest curriculum changes on file as well as ensuring accessibility for students and other institutions when requested.

Every syllabus submission needs to consist of two files: the faculty liaison's version and the high school teaching partner's version. The files should be named similarly with one of the pair identified as the dual credit syllabus and the other identified as the on-campus syllabus utilizing the following naming convention: J.Doe MUSA 121_DC and H.Smith MUSA 121_Campus.

Dual Credit students are held to the same standards of achievement as students in on-campus sections. They should also be assessed using the same methods (e.g., papers, portfolios, exams, labs, etc.) as their on-campus counterparts. Both learning objectives and outcomes must be included on the course syllabus along with expectations and grade criteria.

Review the [University of Idaho's syllabus checklist](#) document to ensure NACEP guidelines are met. Teaching partners should follow template guidelines when adding or removing information; the template indicates what can be removed (e.g., grading breakdown) and what cannot (e.g., SLOs).

Classroom Visits (NACEP C3 & A1)

Faculty liaisons conduct classroom visits to observe course content and delivery, student discourse and rapport to ensure that U of I curricula offered through the Dual Credit Program are equivalent to that in the courses offered on-campus. The NACEP requirement is for one classroom visit form per class observed, not per discipline, as forms are audited individually. Classroom visits must be conducted during the first semester that a new course is offered and every other year for all teaching partners in their second year and beyond.

As the classroom observation is one of the most important responsibilities of the faculty liaison role, it's recommended that an observation be conducted in three parts: 1) a conversation with the teaching partner about what to anticipate before the visit and suggested goal setting; 2) the observations during the visit about the students, the content, and any goals previously discussed as focus for the visit; and 3) the feedback/reflection after the visit.

All classroom visits must be completed and documentation submitted to the Dual Credit Office prior to the June 30 deadline. The signed [HS Classroom Visit Form](#) and any supporting artifacts should be submitted using the [departmental SharePoint folder](#).

Required materials

- Artifacts (NACEP A1)
 - Final exam, lab, essay prompt
- Observations should include (NACEP C3)
 - Teaching methods used
 - Review of the course syllabus
 - Review of ungraded template of sample assessment

Statement of Equivalency (NACEP C2 & A1)

The faculty liaison should submit a Curriculum and Assessment Statement of Equivalency on departmental or university letterhead for each course taught explaining how they ensure the Dual Credit Program courses are equivalent to the courses taught on campus.

The statement should include an introductory paragraph that identifies the author, discipline, role within U of I and the Dual Credit Program as well as the length of their term with the Dual Credit Program. The body of the statement should then be broken down into the following categories with an explanation of how each is handled:

- Academic Freedom
- Student Learning Outcomes
- Syllabus Review
- Assessment Review
- Grading Standards
- Theoretical/Philosophical Orientation

The letter should be signed by the author verifying the authenticity of the statement; electronic signatures are acceptable.

Memorandum of Understanding (NACEP P2)

Memorandum of Understanding (MOU) agreements are between the University of Idaho and partnering districts and/or teaching partners. The MOU outlines the responsibilities of the school district and teaching partner for the approved high school teacher to facilitate a university course on their campus. An MOU is in effect until either party has ended the agreement or the teaching partner is no longer employed at the school in which approval was granted. An MOU can be terminated with a written notice 60 days before the end of the semester or not renewed through mutual written agreement.

Once an MOU is generated, it will be sent for digital signatures by the Dual Credit Office. Please keep a copy for your reference.

Active/Inactive Status of a High School Teaching Partner

A teaching partner will remain active while an MOU is in effect. If a teaching partner does not facilitate any dual credit courses for three consecutive semesters, they will become inactive. If a teaching partner would like to teach a course after being in an inactive status, they will need to submit a new application and principal's letter of recommendation.

If an active teaching partner transfers to another high school, they will need to submit a new application with a letter of recommendation from the new principal.

Teaching Partner Compensation

Teaching partners are compensated either directly by the U of I or by the district. Compensation can come in monetary form or in exchange for graduate courses for which the monetary compensation would go to the college. The way in which a teaching partner will be compensated for their contributions to U of I Dual Credit is dependent on the district and will be specified in the MOU. Teaching partner compensation is computed by the enrollment numbers after the withdrawal deadline. Please reference the MOU for more details.

Teaching Partner Substitution and/or Cancellation of Courses (NACEP F1)

In the event an approved Dual Credit teaching partner is absent from school for more than five consecutive days for a semester course or two consecutive weeks for a yearlong course, the campus administrator must contact the Dual Credit Program and their faculty liaison to ensure a qualified substitute is acquired. Provisions must be made for coverage and completion of the dual credit course(s) affected.

In the event an approved teaching partner is unable to complete his/her duties as a Dual Credit teaching partner due to a change in job placement, termination from the local school district, medical leave, or some other unforeseen circumstance, the sponsoring department of the related content area and the Dual Credit Program will work with the local partnering high school to approve a replacement teaching partner with equivalent qualifications for the interim of the term, arrange for coverage of the class with another Dual Credit or U of I faculty, or arrange for administrative dissolution of the class and withdrawal of students if no other solution can be found. All discussions will require active participation from the administration of the local high school and school district.

Dates and Deadlines (NACEP S1)

Dual credit courses taking place on the high school campus follow specific dates and deadlines, separate from online courses or those taken on the U of I campus. As students can participate in multiple formats, all dates and deadlines can be found on the Dual Credit [Dates and Deadlines](#) page.

Courses (NACEP C1)

The Dual Credit Office will coordinate with the high school teaching partner and high school staff and administration to schedule courses for the upcoming term. After sections have been created and prior to the beginning of the Dual Credit term, the Dual Credit Office will provide a listing of courses, teachers, and schools to the faculty liaison.

Dual Credit teaching partners need to review and confirm their courses on the [schedule](#) and in [VandalWeb](#) prior to the beginning of each term. If any errors are noted, necessary changes need to be communicated to the Dual Credit Office right away to ensure accuracy prior to the start of the course.

- Teacher
- Course
- Term, Course Dates, Semester (Fall, Spring)

Student Registration (NACEP F4 & S1)

U of I Dual Credit utilizes the [DualEnroll](#) platform for online registration. Importantly, students and teaching partners must confirm their enrollments in DualEnroll and [VandalWeb](#). Teaching partners will login to [DualEnroll](#) using their established credentials to approve registrations, drops and withdrawals, and verify that their DualEnroll roster(s) match their VandalWeb roster(s).

Students under the age of 16 can register for dual credit courses. Contact the Dual Credit Office for the appropriate process.

Drop or Withdrawal

- A “**drop**” is when a student is taken out of a course within the posted drop/add period and does not receive a grade of W (withdrawal from course). A dropped course is not transcribed.
- A “**withdrawal**” is when a student is taken out of a course after the posted drop/add period (some teaching partners may withdraw students for nonattendance). A grade of “W” will be transcribed. This will not affect the student’s college grade point average; however, students should check their high school’s policy on how a “W” affects their high school grade point average and eligibility for participating in high school activities and programs.

How to drop or withdrawal from a course:

1. If within the posted drop or withdrawal periods, the student will request a drop or withdrawal in [DualEnroll](#).
 - a. If outside of the posted drop or withdrawal windows, the student will not have one or either of the options and must follow the academic petition process to complete the request.
2. Students need to confirm all course changes by logging into [VandalWeb](#).

Academic Petition

For a student to add, drop, or withdraw past registration deadlines, the student must submit an Academic Petition and pay a \$10 fee at the Student Accounts/Cashiers Office. Approval of the petition does not guarantee admission to any specific course. Contact the Dual Credit Office for the form.

1. Complete the Academic Petition form with course information, explanation, and all necessary signatures.
2. Pay the \$10 fee at the Student Accounts/Cashiers Office.
3. Submit the petition and proof of payment to the Dual Credit Office.
4. The Dual Credit Office or the academic department will reach out with the petition committee’s decision.

Rosters

Students cannot receive credit for a course in which they are not registered. Teaching partners must verify student registrations between their DualEnroll roster(s) and their VandalWeb roster(s) within the first week of class and before drop and withdrawal deadlines.

Grades (NACEP F4 & A1)

Grades are entered in VandalWeb by the Dual Credit teaching partner.

Final grades are due **by noon on the due date**. It is imperative that grades are reported on time so that academic standing can be calculated, transcripts orders can be completed, and eligibility for future enrollment determined. College Dean's Offices are notified of grades not reported by the deadline.

- [Grades Quick Reference Guide](#)
- [How to enter Midterm or Final Grades](#)

Course Enrollment and Final Grades

Students are expected to log into VandalWeb to verify their course enrollments and final grades.

University and High School Grades

The high school grade and the university grade do not have to be identical; however, assessments for U of I credits must be identical at the high school as at the university. More specifically:

- For courses offered for dual credit that will be transcribed to a student's official record/transcript, the school district must follow U of I policies (meaning any change or variation to the university course or syllabus must be reviewed and approved by the academic department and in line with the institution).
- If there is a variation between the two classes (i.e., high school and U of I Dual Credit), the teaching partner should keep two grade books: one to meet the high school policy and another, separate, gradebook to meet the U of I policy.
 - There could be two different grades for the course because there is no way to satisfy both policies.

Incomplete Grade Policies (NACEP S3)

Teaching partners must receive prior approval in order to assign a grade of "I" ([incomplete](#)). Incompletes are reserved for extenuating circumstances and must be preapproved by the Dual Credit Program. An incomplete may only be assigned when the student has been in attendance and doing passing work within three weeks of the close of the semester. The student and teaching partner must agree upon the incomplete grade and the extenuating circumstances that made it impossible to complete the course on time.

A grade of incomplete is not appropriate for high school seniors or if the student is no longer enrolled in the school. If a student is on the class roster, but is no longer attending class, please contact the Dual Credit Office before entering grades.

Resources for High School Teaching Partners

As affiliate faculty, teaching partners are assigned a Vandal number and a VandalWeb account which will grant access to faculty pages for class information, rosters, and grade entry. To complete account setup prior to teaching, partners need to follow the steps outlined in the “New Email Account Setup” and “VandalWeb Access” directions on the [Teaching Partners](#) page on the Dual Credit website.

Having trouble logging into VandalWeb?

- Make sure your account is enrolled in [DUO MFA](#).
- [Reset Password](#): Security Profile “click here to reset your password” and follow the instructions.
- Contact your district technology department if your campus firewalls are preventing you from logging in.
- Still cannot login? Contact OIT Support at (208) 885-HELP (4357), option 2.

Note:

After initial setup, log out of VandalWeb, close all browser windows and log back in; it can take up to 24 hours after the FERPA tutorial is completed for the Faculty & Advisor page to active.

Teaching Partner Handbook

Dual Credit teaching partners can access the Teaching Partner Handbook on the U of I Dual Credit website on the [Teaching Partners](#) page. The handbook reviews qualifications, onboarding, ongoing requirements, and policies and procedures; please share with your teaching partners.

If there is something you would like to see added that would help support your collaboration with our partners, please complete the [2024-2025 Handbook Updates survey](#). The Dual Credit Office will review all requests and update accordingly.

Order Vandal ID Card

Active Dual Credit teaching partners can request a Vandal ID card which allows access to U of I resources including the U of I Library and recreational facilities. The Dual Credit office will request a new account creation and share account and login information with teaching partners.

On Campus: Cards may be obtained by visiting the Student Technology Center located in the Teaching and Learning Center, room 128.

By Mail: Teachers not located in the Moscow area can request a VandalCard by logging into www.uidaho.edu/vandalcard. Schedule an appointment by email support@uidaho.edu, or calling (208) 885-HELP (4357).

Social Media

We have created a [Facebook](#), [Instagram](#), and [Twitter](#) account for our Dual Credit Teaching partners and students; please encourage them to like and follow.

We will post useful information about the program:

- Dual Credit admissions process and deadline reminders
- Semester drop and withdrawal deadlines
- Student Spotlight
- Faculty Spotlight

If throughout the year, you have story, spotlight, or post suggestions, e-mail dualcredit@uidaho.edu.

C2 | STATEMENT OF EQUIVALENCY TEMPLATE

In progress

NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS ACCREDITATION University of Idaho Dual Credit Program is accredited through the National Alliance of Concurrent Enrollment Partnerships (NACEP) since 2019. NACEP works to ensure that college courses offered by high school Teaching Partners are as rigorous as courses offered on college campuses, such as UI, and that all postsecondary concurrent enrollment programs adhere to high standards. NACEP works alongside UI to provide the highest standards so students experience a seamless transition to college and Teaching Partners benefit from meaningful, ongoing professional development.



Partnership Standards

P1	The concurrent enrollment program aligns with the college/university mission & is supported by the institution's administration & academic leadership.
P2	The concurrent enrollment program has ongoing collaboration with secondary school partners.

Faculty Standards

F1	<p>All concurrent enrollment instructors are approved by the appropriate college/university academic leadership & must meet the minimum qualifications for instructors teaching the course on campus.</p> <p>Required Evidence: Description of the process & timeline for appointing, approving, or denying concurrent enrollment instructors, & how the process is publicized or made available to high school partners. Listing of minimum instructor credentials by course or discipline & a description of the process by which those qualifications are established by the institution's academic leadership. Three completed samples of concurrent enrollment instructor applications, representing varied departments, that include documents required by the concurrent enrollment program (with secure information removed) & corresponding approval/appointment letters listing course/s for which instructor is approved.</p>
F2	<p>Faculty Liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, & assessment prior to the instructor teaching the course.</p> <p>Required Evidence: For each discipline, a sample of course-specific training materials & agenda for new concurrent enrollment instructor training. For each of these examples, a description written by the faculty liaison of how new instructors are trained. Include a description on how the materials provided for evidence are used. Attendance tracking report documenting the date each new concurrent enrollment instructor received initial course-specific training.</p>
F3	<p>Concurrent enrollment instructors participate in college/university provided annual discipline specific professional development & ongoing collegial interaction to further enhance instructors' pedagogy & breadth of knowledge in the discipline.</p> <p>Required Evidence: An example from the professional development activities of each discipline, such as: seminar description & materials, event minutes, conference report, or individualized meeting summary. For each discipline a description of how the example of the concurrent enrollment program's annual professional development further enhances course-content & delivery knowledge &/or addresses research & development in the field. This description should include the format, delivery method, frequency, & an explanation of how annual professional development is distinct from new instructor training. Procedures &/or policy describing how the concurrent enrollment program ensures & tracks professional development participation & follows up with those who do not attend. A tracking report documenting when each concurrent enrollment instructor most recently participated in annual professional development.</p>
F4	<p>The concurrent enrollment program ensures instructors are informed of & adhere to program policies & procedures.</p> <p>Required Evidence: A comprehensive concurrent enrollment instructor procedures & practice guide. A description of the concurrent enrollment program's administrative orientation for new instructors, including agenda, materials, & format. A copy of the procedures for instructor non-compliance. If you have had a non-compliant instructor/s, please provide documentation of the process followed.</p>

Assessment

A1	<p>The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards & assessment methods to on-campus sections.</p> <p>Required Evidence: A Statement of Equivalency written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate. Paired student assessment tools from on-campus & concurrent enrollment sections – one paired example from each discipline for side-by-side comparisons (such as final exam, lab exercise, essay assignment, or grading rubric).</p>
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Curriculum

C1	<p>Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, & credits.</p> <p>Required Evidence: A publicly available list of all courses offered through the concurrent enrollment program with descriptions that are linked to the college/university course catalog.</p>
C2	<p>The college/university ensures the concurrent enrollment courses reflect the learning objectives, & the pedagogical, theoretical & philosophical orientation of the respective college/university discipline.</p> <p>Required Evidence: Paired syllabi from on-campus & concurrent enrollment sections from one course per discipline, with the learning objectives highlighted. A Statement of Equivalency for each discipline written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.</p>
C3	<p>Faculty Liaisons conduct site visits to observe course content & delivery, student discourse & rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.</p> <p>Required Evidence: A description of what happens during a typical site visit & an explanation of how site visits are used to provide feedback from college/university faculty to concurrent enrollment program instructors. A description of how site visits are tracked by the concurrent enrollment program & an explanation of the concurrent enrollment program-defined site visit frequency of (1) first-time instructors & (2) veteran instructors. Provide tracking documentation that lists the most recent site visit date for each instructor & the name of the site visitor & title. One site visit report representing each discipline performed by a faculty member with content knowledge of the discipline.</p>

Student Standards

S1	<p>Registration & transcripting policies & practices for concurrent enrollment students are consistent with those on campus.</p>
S2	<p>The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.</p>
S3	<p>Concurrent enrollment students are advised about the benefits & implications of taking college courses, as well as the college's policies & expectations.</p>
S4	<p>The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources & student support services.</p>

Program Evaluation Standards

E1	<p>The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.</p>
E2	<p>The college/university conducts & reports regular & ongoing evaluations of the concurrent enrollment program effectiveness & uses the results for continuous improvement.</p>