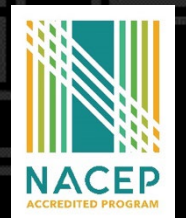




University of Idaho

Dual Credit Program

Faculty Liaison Handbook
2022-2023





Dear UI 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 let our team know via email at dualcredit@uidaho.edu.

Sincerely,

Casie Moreland
Director, U of I Dual Credit

University of Idaho Dual Credit Program

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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 partner with over 60 school districts statewide to provide college credit opportunities in 42 of the 44 counties in Idaho.

We are grateful to be home to collaboration between over 30 University Faculty Mentors and over 130 High School Teaching Partners. Together, these communities work together as university faculty and U of I Dual Credit Program 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!**

OUR MISSION, VISION, AND VALUES

Our Mission

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

Our 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.

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).

Our Values

Excellence | Respect | Integrity | Perseverance | Sustainability

Faculty Liaison Responsibilities

1. Review teacher applications.
2. Facilitate New Teacher Orientation for approved teachers.
3. Introduce teacher to UI's culture including mission, vision, and values.
4. Supply approved high school teachers with current course UI syllabi, syllabi template, sample exams, and other course materials.
5. Provide guidance concerning the grading policies of the department.
6. Facilitate the teacher's development by networking and sharing resources.
7. Provide positive and constructive feedback on professional development issue.

Deliverables

- Provide HS with UI Syllabi template before the start of the course.
- Collect artifacts: One sample exam & rubric (per course)
- Complete site visits the first semester of the first course offering and then every other year.
- Provide professional development once a semester; meeting with HS teachers to complete a total of 8 hours per academic year. (Aug through July)

Teaching Partner Responsibilities

1. Introduce UI's culture to students.
2. Complete a New Teacher Orientation prior to offering the course.
3. Attend at least one faculty provided professional development session per semester.
4. Submit yearly course syllabus for review/approval prior to starting the course.
5. Confirm course accuracy each term on the Dual Credit courses page.
6. Distribute syllabus, which includes registration, drop, and withdraw deadlines to students.
7. Verify the Vandal roster during the first week of course registration, again prior to the drop deadline and before the withdrawal to ensure enrollment accuracy.
8. Remind students to complete End-of-Course Evaluation available in their VandalWeb accounts.

Deliverables

- Submit UI Syllabi & High School Syllabi template before the start of the course with SLOs
- Schedule first site visit for first semester of first course offering with your faculty liaison for a time and mode that works best for you. Schedule once every other academic year following.
- Attend professional development once a semester to complete a total of 8 hours per academic year (Aug through July)

University of Idaho Dual Credit Responsibilities

1. Ensure faculty member from the academic department to serve as high school liaison.
2. Provide curriculum and faculty liaison support.
3. Advise students regarding admissions, course selection, enrollment, and transferability.
4. Facilitate Faculty Liaison Orientation and Professional Development.

High School Administrator/School District Responsibilities

1. Support the Dual Credit Program within the school district.
2. Act as a liaison between UI, high school students, parents, teachers, DC staff, and the community.
3. Support high school teachers serving as UI adjunct high school teachers.
4. Collaborate with the Dual Credit Program to resolve any questions or concerns.

Now, Let's Get Started!

Dates and Deadlines

Dual credit operates on a different schedule than U of I on-campus courses.
All dual credit dates and deadlines can be found on the [Dual Credit Website](#).

Hiring New Dual Credit HS Instructors

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. Upon teacher approval, faculty liaisons will provide ongoing support by reviewing syllabi, providing professional development opportunities for teachers, and conduct observations of college dual credit course facilitation.

Teaching Partner Application Deadline (For following Academic Year)

Application Opens	Deadline for Submission
First Friday in November	First Friday in April

Required Application Documents:

1. [Teacher Application](#)
2. Affiliate Form (see attached)
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 UIDC office the application will be sent to the subject-matter faculty liaison.

Reviewing New Applicants Applications

NACEP F1 - Instructors Qualification Guide

High School faculty who seeks to teach a DC course for the UI are expected to meet the following conditions:

- Have a master's degree in the subject field (or a 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 a field specified by the sponsoring department being taught (6 hours of professional development may count towards the 18 credit hours).

- Meet the requirements the department uses to approve assistant professors, adjunct faculty, or instructors who would be teaching the same course on campus for UI. (This condition is not included for departments that require a doctorate-level-terminal degree. In these cases, we may consider numbers 1 and 2 as the base criteria unless the department has objections.)

Partner Guidelines and Requirements

Please 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

To continue engagement with any **existing high school faculty** 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 (or a field identified by the sponsoring department) being taught,
2. Has completed at least 2 years teaching in the subject field (or a field identified by the sponsoring department), and
3. Is willing to develop a master's degree Study Plan to work towards a master's degree in the subject field (or a field identified by the sponsoring department). The plan must:
 - Have clear and specific yearly goals and a means to document progress
 - Be completed within 4-5 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 DC Office
 - Offered as a limited time option that will end after spring term 2024

Process

The sponsoring department will review high school faculty qualifications for those who do not hold a master's degree. Faculty liaisons will reach out to the high school faculty 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, which will be reviewed and approved/denied by a committee, to continue teaching DC courses for the UI. The sponsoring UI department may also request a waiver based on current practices on campus.

Waivers*

New high school Teaching Partners applying to teach DC courses, and existing high school teaching partners who do not currently meet the criteria and choose not to develop a Master's Degree Study Plan, will be required to apply for a waiver. Waivers should provide a strong rationale as to how the person is otherwise qualified.

For example, the person 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.

Waivers Process

*Waivers will be reviewed and approved/denied by a committee comprised of:

1. Vice Provost for Academic Initiatives*
2. Program Manager for Dual Credit
3. An ad hoc member from the sponsoring department/college requesting the waiver.

Dual Credit Teaching Certificate*

*Currently Piloting (Spring 2023; UCC Approved/Awaiting Further Approval)

All required coursework must be completed with a grade of 'C' or better (0-10-a (https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/))		
Code	Title	Hours
Select 8 credits of Education-Related Course Work		
EDCI 418	Culturally Responsive Pedagogy	1
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
Select graduate-level coursework in discipline to be taught in dual credit class		
Total Hours		18

Disclaimer: The ability to utilize this certificate to meet dual credit teacher guidelines will vary by department. Please consult the academic department prior to enrolling in the certificate.

Example: Dual Credit Teacher Certificate (in Chemistry)

8-9 hours in Graduate-Level Political Science (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

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 these University Guidelines

2. According to these guidelines, dual credit instructors are governed 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 "University of Idaho Dual Credit Application to Waive Master's Requirement." Visit the Provost Office website for the correct form. This process is limited to external candidates who are not current UI University Faculty.

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 (cover letter, resume, statement of teaching philosophy, transcripts, and principal letter of recommendation) on file
- Dual Credit Application to Waive Master's Waiver with required signatures from Department Chair and Vice Provost for Faculty included on file
 - 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

Memorandum of Understanding

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/or Teaching Partner for an approved high school teacher to teach a university course on their campus. An MOU is in effect until either party has ended the agreement. Once an MOU is generated, it is sent out for digital signatures by the DC office. Please keep a copy for your reference.

Ending an MOU

- Termination - Written notice 60 days before the end of the semester
- Abrupt Termination and Non-renewal - Mutual written agreement

Active/Inactive Status of a High School Teacher

Once a teacher has been approved to teach a dual credit course, they will remain an active teacher for the entirety of the MOU unless they are no longer employed at the school in which approval was given. If a teacher should transfer to another high school, they will need to submit a new application with the new principal's letter of recommendation. If a teacher would like to teach the course after going into an inactive status, they will need to submit a new application and principal's letter of recommendation.

Teaching Partner Compensation

Teachers are compensated directly by the U of I or by the district. Compensation can come in monetary form or in exchange for graduate courses to which the monetary compensation would go to the college². The way in which a teaching partner will be compensated for their contributions to UI dual credit is dependent on the district and will be specified in the MOU. Teaching partner compensation is computed with the enrollment numbers after the withdrawal deadline. Please reference your MOU for more details.

New Teaching partner Orientation

NACEP F2 & F4 - New Teaching Partner Orientation

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 e-mail account, and access to the UI Library. Liaisons provide oversight and curriculum guidance, so there is alignment between courses delivered on a 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.

Required materials

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

² These details are still in the process of being developed.

Orientation

Complete [New Teaching Partner Orientation](#) form and scan all additional items (handouts) and e-mail to the DC office.

Syllabus

NACEP C2 - Dual Credit teaching partners are required to submit an updated class syllabus by e-mail annually before the academic year starts. This requirement ensures the sponsoring academic department and the Dual Credit office have the latest curriculum changes on file.

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

Each submitted syllabi should consist of two files: faculty liaison version and the High School teaching partner's version.

[University of Idaho's Syllabus Checklist](#)

Dual Credit Syllabus - [Dual Credit Template](#)

Statement of Equivalency

NACEP - A1 & C2 Statement of Equivalency

The faculty liaison should write the statement, explaining how they ensure the dual credit program courses are equivalent to the courses taught on campus.

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

The template is located in the Faculty Liaison OneDrive Folder. A form must be completed for each new course offered. (*We currently have them completed for our current list of DC courses offered.*)

Site Visits

NACEP C3 & A1 - Site Visit and course observations

Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure that UI curriculum offered through the dual credit program are equivalent to the courses offered on campus. NACEP requirement is one Site Visit form per class, not per discipline because forms are audited individually. It is recommended that new teaching partners receive a site visit every other year.

Required materials

- NACEP A1 – Artifacts
- Final Exam, Lab, Essay...
- NACEP C3 - [Site Visit Form](#)
- Observations should include:
- Teaching methods used
- Review of the course syllabus
- Review of sample assessments (non-graded)
- Review of sample assessments (graded)

Complete the [Site Visit](#) form with signatures and scan all of the artifacts and e-mail to the DC office.

Professional Development

NACEP F3 - Current Instructors Training/Annual Professional Development

Dual Credit teaching partners must participate in college/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 require 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 (Blackboard) are acceptable if they are ongoing, robust, meaningful, and interactive.

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

Please submit to Dual Credit Office:

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

Complete [Professional Development](#) form and scan all additional items and e-mail packet to the DC office dualcredit@uidaho.edu

- Group sessions: Scan and e-mail packet with attendance sheet
- One-on-One: Scan and e-mail as one file per teaching partner

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.

Dual Credit Courses

NACEP C1

[Course Listing](#)

Dual Credit Website

Visit the [website](#) for more information about the Dual Credit program and the Faculty Liaisons.

Resources for your High School Teaching Partners

VandalWeb account will give your instructors access to their faculty pages for class information. Before teaching partners can gain access to their rosters, they must complete the FERPA tutorial (step 2).

1. Login to [VandalWeb](#)
 - a. *First Time User:* [Vandal Setup](#)
2. Enter your NetID (e.g., [joevandal](#) -- @uidaho.edu) and your password
3. Approve your logon using [DUO Multifactor Authentication \(MFA\)](#)

Having trouble logging into VandalWeb?

- Make sure your account is enrolled in [DUO MFA](#) or request a [Token](#)
- [Reset Password](#): Security Profile “click here to reset your password” and follow the instructions
- Still cannot login? Contact ITS Support at (208) 885-1102. Identify yourself as a **Dual Credit Teacher**.

2. Complete the FERPA Tutorial

Click on the FERPA Tutorial link inside VandalWeb à Personal Information à Take the **FERPA Tutorial**

Note:

- 24 hours after the FERPA Tutorial is completed, the Faculty & Advisor Menu will appear.
- Your UI staff e-mail is used for Campus Computer’s, Canvas, Wi-Fi, VandalWeb, and Vandal e-mail.

3. Class Roster

Select Faculty & Advisors Tab à Select Class List Summary or Class List Detail

[Class Roster Help](#)

Roll Call

Prompt checking of students attending a dual credit class against the roster is important as students cannot receive credit for a course in which they are not registered. All teaching partners can view their class information online in their VandalWeb account. Download the class roster to Excel for roll call and to submit final grades to your faculty liaison.

- Login to [VandalWeb](#) → Faculty & Advisors tab → Select Class List Summary or Class List Detail
- Select semester → Class from the drop-down list and click Submit button

[Class List Quick Reference Guide](#)

Verify Rosters:

- The week after registration is complete
- Before the Drop deadline
- Before the WD deadline

Grades

Grades are entered in VandalWeb by the [dual credit teaching partner](#).

Final grades are due at 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](#)

Incomplete Grade Policies

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

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.

University and High School Grades

The high school grade and the university grade do not have to be identical.

Courses offered for dual credit; the school district must follow UI 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 variation between the two classes (i.e., high school and University of Idaho DC), the teaching partner keeps two grade books, one to meet the high school policy, and one to meet the UI policy. There could be two different grades for the course because there is no way to satisfy both policies.

Drop or Withdrawal

A “**drop**” is when students are taken out of a course within the posted drop/add period of not receiving a grade of W (withdrawal from course). A dropped course is not transcribed.

A “**withdrawal**” is when students are taken out of a course after the posted drop/add. A grade of “W” will be transcribed. This will not affect their 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.

To drop or withdrawal from a course:

1. The student sends an e-mail to their high school counselor requesting that the dual credit course is dropped or WD.
2. Students must e-mail their full name, Vandal ID number, name of the course, and the reason they are dropping.
 - a. This is verification and acknowledgment of the student’s request to withdrawal.
3. The high school counselor then forwards the e-mail, along with their approval to registrar@uidaho.edu.
4. The Office of the Registrar will drop the course for the student and notify them by e-mail that the drop has been processed.

Withdrawal steps are posted on the DC Syllabi template.

Dates and Deadlines for high school campus, UI-campus, and online classes are posted on the [Dual Credit Dates and Deadlines](#) page.

Teaching partners Handbook

Dual Credit teaching partners can find instructions on how to format syllabi, access VandalWeb, and review teaching dual credit requirements. The handbook is located on the UI Dual Credit website on the [Teaching Partners tab](#).

- Syllabus requirements
- Roster Verification
- UI Policies

- How to log into VandalWeb
- Site Visits
- Etcetera

Teaching partner Non-Compliance

Teaching partner non-compliance issues with regard to state, national standards and NACEP standards may result in dual credit teaching approval, along with any associated stipend, being revoked and the MOU terminated (refer to item 9. Term and Termination on the MOU).

- [Non-Compliance Probation \(Faculty Standard F3 & F4\)](#)
- [Non-Compliance Termination \(Faculty Standard F3 & F4\)](#)

There are rare instances where a dual credit teaching partner's performance at a partnering high school does not match the University of Idaho's standards, the sponsoring department, or the Dual Credit Program. In these instances, it is sometimes necessary to put a dual credit teaching partner into a probationary category or end their relationship with them as a dual credit teaching partner.

All approved teaching partners must comply with the policies and procedures of the University of Idaho and the Dual Credit Program. Teaching partners stand in non-compliance when any of the expected teaching partner responsibilities are not met. Should a teaching partner's status be changed to non-compliant, the teaching partner's stipend will be withheld until corrected.

Substitution or Cancellation of Dual Credit Program Courses

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

The following are process guidelines for intervention with, or the removal of, a dual credit teaching partner, working in partnership with the partnering high school. A performance issue for a dual credit 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 and express performance concerns and offer support and/or additional training to address performance concerns.

Based on the specifics of the performance issue as well as previous intervention attempts, the Dual Credit Program or his/her designee (in some cases the sponsoring department chair), after consultation with the liaison and/or sponsoring department, will approve a probationary period for said teaching partner, or separation of said teaching partner from the University of Idaho as a dual credit teaching partner. The teaching partner will be notified as to the specifics of the performance issue and disposition and the high school and school district administration.

In the event a 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 semester arrange for coverage of the class with another

dual credit or UI 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.

Student Code of Conduct

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 course syllabi include a link to the University of Idaho's Student Code of Conduct.

OneDrive for Faculty Liaisons

All current UI faculty liaison will have access to the Faculty Liaison folder in OneDrive.

Teaching Partner Database

You will have access to the high school instructor credentials within the database. Use the Credentials tab as a way to help you keep track of what files the dual credit office has received.

Tabs:

- Teachers: List of Active Teachers
 - If an instructor's information needs to be updated, please send updated files to the office and we will gladly update the database.
- HS Contacts List
- Faculty Liaison Contact List

Only the current faculty liaisons have access to the database due to teacher confidential information. To request access e-mail: dualcredit@uidaho.edu

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

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

C2 | STATEMENT OF EQUIVALENCY

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:</p> <p>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.</p> <p>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.</p> <p>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:</p> <p>For each discipline, a sample of course-specific training materials & agenda for new concurrent enrollment instructor training.</p> <p>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.</p> <p>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:</p> <p>An example from the professional development activities of each discipline, such as: seminar description & materials, event minutes, conference report, or individualized meeting summary.</p> <p>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.</p> <p>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>
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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 & transcribing policies & practices for concurrent enrollment students are consistent with those on campus.</p>
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S2	The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
S3	Concurrent enrollment students are advised about the benefits & implications of taking college courses, as well as the college's policies & expectations.
S4	The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources & student support services.

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