

# TEACHING PARTNER HANDBOOK



University of Idaho

Dual Credit Program

## University of Idaho Dual Credit Program

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### Website

[www.uidaho.edu/dual-credit](http://www.uidaho.edu/dual-credit)

[www.instagram.com/uidualcredit](https://www.instagram.com/uidualcredit)

# WELCOME TO THE UNIVERSITY OF IDAHO DUAL CREDIT TEAM

One of the nation's land-grant research universities, U of I is a noted national leader in student-centered learning and interdisciplinary research that promotes public service. Our work serves businesses and communities, advancing the pursuit of diversity, citizenship, and global outreach.

In 1997, Idaho Legislature approved the implementation of dual credit (DC)<sup>1</sup>. And, in 1997, 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. Over the years, the model is still very similar. However, dual credit students can now participate in 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). Courses offered for dual credit with U of I Dual Credit

comply with the Idaho State Board of Education and NACEP standards that govern dual credit programs.

The University of Idaho Dual Credit Program is proud to be celebrating over 27 years of service to students in the state. During this time, U of I has supported students as they have earned thousands of college credit hours and worked towards achieving their goals. We currently collaborate with almost 40 university faculty mentors, over 130 high school teaching partners, and 63 schools statewide in 42 of the 44 counties in Idaho.

Faculty and teachers work together to ensure a positive, equivalent, and quality opportunity for students and their communities. At University of Idaho Dual Credit, Vandals Start Here. Vandals Succeed 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.

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<sup>1</sup>These 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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# TEACHING PARTNER INFORMATION

University of Idaho (U of I) Dual Credit invites applications from qualified high school teachers to partner with us to facilitate university-level courses at high school campuses. High school teaching partners must meet university guidelines for temporary faculty.

Teaching partners who are approved to teach for the Dual Credit Program become affiliates and receive a Vandal number and a U of I staff email account with access to MyUI and the U of I Library. It is important to check your U of I email address on a regular basis as correspondence will be shared to this address.

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

## [MyUI](#)

[my.uidaho.edu](http://my.uidaho.edu)

## [Vandal Email](#)

[vandals.uidaho.edu/?utm\\_source=vandalmail&utm\\_medium=button&utm\\_campaign=saem-global](http://vandals.uidaho.edu/?utm_source=vandalmail&utm_medium=button&utm_campaign=saem-global)

# ROLES AND RESPONSIBILITIES

## TEACHING PARTNER RESPONSIBILITIES

1. Complete a New Teacher Orientation prior to offering the course.
2. Confirm course offerings with the Dual Credit Program each term.
3. Verify roster(s) in MyUI prior to the registration, drop, and withdrawal deadlines to ensure enrollment accuracy.
4. Develop a syllabus for each course using the Dual Credit Program-provided template and have it approved by faculty liaison annually. Submit to the Dual Credit Office prior to the start of the term.
5. Distribute U of I Dual Credit template-based syllabus to students; may include Dual Credit Program as well as departmental and high school standards.
6. Submit one sample rubric or ungraded assessment template (exam or essay) per course per year to faculty liaison prior to the start of the term. Sample provided must be equivalent in format and SLOs assessed to that utilized on-campus.
7. Implement U of I curriculum, SLOs, and assessments as intended.
8. Complete recommended eight hours of professional development (PD) per academic year prior to May 1; can be completed in one session or multiple sessions.
9. Schedule a classroom visit with their faculty liaison during the first term of a new course offering then every other year prior to Dec. 1 for fall semester courses or May 1 for spring semester and yearlong courses.
10. Introduce U of I's culture and services to students.
11. Remind students to complete the end-of-course evaluations provided by the Dual Credit Program.
12. Enter grades into MyUI before posted deadlines.

## HIGH SCHOOL ADMINISTRATOR/ SCHOOL DISTRICT RESPONSIBILITIES

1. Support high school teachers serving as Dual Credit teaching partners.
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 Program 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.

## FACULTY LIAISON RESPONSIBILITIES

1. Review high school teaching partner applications and submit completed checklist to the Dual Credit Office via SharePoint within two weeks of notification of application. *(NACEP F1)*
2. Create study plans with high school teaching partners, as necessary.
3. Facilitate new discipline-specific training for approved teaching partners. *(NACEP F2)*
4. Provide guidance concerning the grading policies of the department. *(NACEP A1)*
5. 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)*
6. Review teaching partner syllabus submissions and submit approved syllabi to the Dual Credit Office via SharePoint prior to the start of the term. **Note:** The Dual Credit Program may share template updates with teachers as appropriate. *(NACEP C2)*
7. Provide one U of I sample rubric or ungraded assessment template (exam or essay) and equivalent high school sample rubric or ungraded assessment template (exam or essay) per course per year to the Dual Credit Office via SharePoint prior to the start of the term. *(NACEP A1)*

8. Schedule a classroom visit with teaching partner(s) during the first term of a new course offering then every other year prior to Dec. 1 for fall semester courses or May 1 for spring semester and yearlong courses. *(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 (PD) issues. *(NACEP F3)*
10. Ensure recommended eight hours of professional development (PD) per academic year are completed by teaching partners prior to the May 1 deadline; can be completed in one session or multiple sessions. *(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.

## UNIVERSITY OF IDAHO DUAL CREDIT PROGRAM RESPONSIBILITIES

1. Communicate any necessary information as needed to all stakeholders. *(NACEP P2)*
2. Review *Teaching Partner* and *Faculty Liaison Handbooks* annually and make updates as necessary.
3. Ensure at least one 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. Work with University of Idaho Associate Director of Assessment and Accreditation to ensure students have access to end-of-course evaluations. *(NACEP E1)*
9. Conduct evaluations of the Dual Credit Program. *(NACEP E2)*

# TEACHING PARTNER APPLICATIONS

Applications are submitted through the [online application](#) located on the Dual Credit Program website. Once an application is reviewed and approved by the sponsoring department, the teaching partner will receive a welcome notice, acceptance letter, MOU, and account setup instructions from the Dual Credit Office who will coordinate with the teaching partner and high school staff and administration to ensure course sections are created. Before the semester begins, the assigned faculty liaison will coordinate a meeting to discuss the curriculum and pedagogy in a New Teacher Orientation session.

New applicants can visit the [Teaching Partners page](#) on the Dual Credit Program website for more information and resources.

## TEACHING PARTNER APPLICATION DEADLINES

(For the following academic year)

Fall Applications Open	<b>March 1</b>
Fall Priority Deadline	<b>April 1</b>
Fall Final Deadline	<b>May 15</b>
Spring Applications Open	<b>August 1</b>
Spring Priority Deadline	<b>September 1</b>
Spring Final Deadline	<b>October 15</b>

## REQUIRED APPLICATION DOCUMENTS:

1. [Teacher Application](#)
2. Cover letter
3. Statement of educational philosophy
4. Resume
5. Transcripts (unofficial are accepted)
6. Letter of recommendation from the principal

### 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.

## TEACHING PARTNER GUIDELINES AND REQUIREMENTS

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.)

## EXCEPTIONS

As a means to continue engagement with any existing high school teaching partner who may not meet these minimums at the 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 Teaching Partner Guidelines and Requirements).
  - Be maintained and reviewed by the sponsoring department and the Dual Credit Office OR
4. Has exceptional and/or unique expertise demonstrated with documentable elements of regional, national, or international recognition (e.g., substantive honors and awards), provides expertise beyond that found in the program/department, and/or increases 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 Academic Initiatives.
  - Exceptions must be allowable under any specialized accreditation standards for the teaching discipline.

## 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.

## DUAL CREDIT TEACHING CERTIFICATE

The Dual Credit Instructor Graduate Academic Certificate allows approved high school teaching partners in specific concentrations to earn a teaching endorsement for Dual Credit. Unless approved by the sponsoring department, the 18-hour program must be completed within five years. Approved teaching partners must also have an approved waiver on file.

### Dual Credit Instructor Graduate Academic Certificate

[catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/curriculum-instruction/dual-credit-instructor-graduate-certificate/#requirementstext](https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/curriculum-instruction/dual-credit-instructor-graduate-certificate/#requirementstext)



# MEMORANDUM OF UNDERSTANDING

Memorandum of Understanding (MOU) agreements are between the University of Idaho Dual Credit Program and partnering district and teaching partner. The MOU outlines the responsibilities of the school district and teaching partner for an 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 by the Dual Credit Office for digital signatures utilizing Adobe Sign. The Dual Credit Program Director, college dean, teaching partner, and school or district administrator are required to sign. All signees will receive a final, signed copy of the MOU.

## TEACHING PARTNER COMPENSATION

Teaching partners are compensated either directly by the Dual Credit Program or by their district to support dual credit program-related expenses such as high school instructor stipends, professional development expenses, classroom supplies for the delivery of dual credit courses, etc. The way in which a teaching partner is compensated for facilitating U of I Dual Credit courses 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, payable at the end of the semester in which the course begins (excluding yearlong courses which will be paid at the conclusion of the spring term). Refer to the MOU for more details.

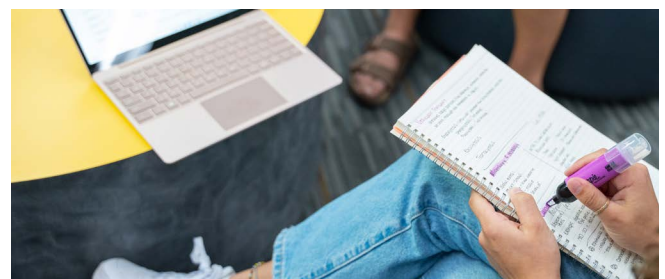
## COURSES

The Dual Credit Office will coordinate with the high school teaching partner, staff, and administration to schedule courses for the upcoming term. Teaching partners are responsible for reviewing and confirming course, teaching partner, and term (fall semester, spring semester, or yearlong).

If any errors are noted, necessary changes must be communicated to the Dual Credit Office right away to ensure accuracy prior to the start of the course.

## DATES AND DEADLINES

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](#).



# SYLLABUS

Teaching partners are required to submit an updated course syllabus to their faculty liaison for review annually prior to the start of the term. This is a requirement for NACEP accreditation and ensures teaching partners, students, and the Dual Credit Program have the latest curriculum changes.

The Dual Credit syllabus template can be found on the [Faculty Liaison Resources page](#).

Dual credit students are held to the same standards of achievement as those expected of students in U of I-campus sections. They should also be assessed using the same methods (e.g., papers, portfolios, exams, labs, etc.) as their U of I-campus counterparts. Both learning objectives and outcomes must be included on the course syllabus along with expectations, grade criteria, and reference with link to the [University of Idaho's Student Code of Conduct](#).

**Note:**

*Follow syllabus template guidelines when adding or removing information such as departmental or high school/district policies; the template indicates what can be removed (e.g., grading breakdown) and what cannot (e.g., SLOs)*

## 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 syllabi must reference, and include a link to, the University of Idaho's Student Code of Conduct.*

# REGISTRATION

The Dual Credit Program utilizes [DualEnroll](#) for student registration. Teaching partners will login in to DualEnroll using their established credentials to review and approve student registration requests and verify that their DualEnroll roster(s) matches their MyUI roster(s) and accurately reflects student enrollments in the classroom. New Dual Credit teaching partners will be sent an invitation to activate their DualEnroll account as part of their initial onboarding.

If students have a DualEnroll account through U of I or another institution, they will login to the U of I DualEnroll platform using their established credentials. Students new to DualEnroll will use the "Create my Account" link on the home page.

## HOW TO REGISTER FOR A COURSE

1. If within the posted registration period, the student will navigate to their DualEnroll account and request a course(s) using the course filters to view available offerings at the high school, online, on-campus, or by subject.

- a. If they are a new student to U of I, they will submit an admission application by providing the following information:
  - Legal name
  - Date of birth
  - Home address
  - Phone number
  - Email
  - Parent/guardian name and contact information (email and/or phone)
  - High school
  - Counselor
  - GPA
  - EDUID (state student number used for the ISAT)

- b. Returning students will be prompted to review and verify or update their information.
2. All registrations for students under the age of 18 must be approved by a parent/guardian.
3. After parent/guardian approval is received, the teaching partner must review and approve or deny each student's registration in DualEnroll.

## HOW TO ENTER AN OVERRIDE (WAIVER) FOR A COURSE:

If a student requests a course with an unmet pre-or corequisite, as indicated in the catalog, they will receive a notice from DualEnroll that they must request a waiver from the instructor. If the student has completed the pre-or corequisite at another institution, has testing supporting their placement, or is eligible based on previously approved criteria, the teaching partner must enter an override to allow the student to register. Overrides can be submitted in MyUI using the *My Classes* card.

1. Find and pin the *My Classes* card to your MyUI dashboard for easy access by searching "classes" on the *All Cards* search bar link under the *Main Menu* link (three horizontal lines) in the upper left corner of your MyUI account and clicking the ribbon in the upper right corner of the *My Classes* card to pin it.
2. Using the *Registration Overrides* link on the *My Classes* card, submit an override by entering the student's Vandal number and selecting the appropriate term, course, and override type.
3. Notify the student when an override has been entered so they can resubmit their DualEnroll registration request.

## HOW TO MONITOR REGISTRATION STATUSES:

The statuses of pending student registration requests can be monitored on the *Student* tab in the teaching partner's DualEnroll account or on a DualEnroll roster report. To run a roster report:

1. Click on the *Roster Report* link next to the desired course on the *Status* page.
  - a. The roster report will provide data for all terms that the course has been facilitated; the most recent student data will be at the bottom of the report.

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

### Note:

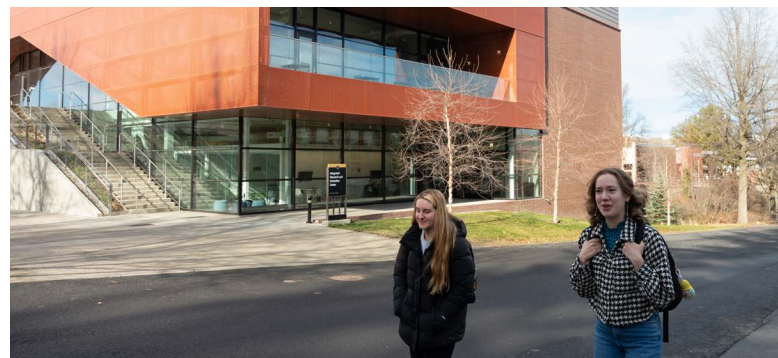
*Students and teaching partners are responsible for verifying registration statuses in DualEnroll and MyUI. MyUI is the official record for student registrations. If a student has a conflicting status (i.e., registered, dropped, or withdrawn) between DualEnroll and MyUI, what is reflected in MyUI will stand as the official status.*

## HOW TO DROP OR WITHDRAWAL FROM A COURSE:

- A "**drop**" is when a student is unenrolled from a course within the posted drop 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 unenrolled from a course after the posted drop period. 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.
1. If within the posted drop or withdrawal period, 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 both options and must follow the academic petition process to complete the request.
    - b. All drop and withdrawal requests must be approved in DualEnroll by the high school counselor prior to the posted deadlines.
  2. Students should confirm all course changes by logging into MyUI.

### Note:

*Students are not automatically dropped for non-attendance.*



## ACADEMIC PETITION

In extenuating circumstances, students can submit an Academic Petition to add, drop, or withdraw from a course after the posted deadlines.

For a student to register for a course after the registration deadline has passed, they must provide a legitimate reason that hindered their registration (i.e., a medical emergency, system error, or relocation).

The late registration petition submission deadline is four weeks after the registration deadline. After that point, the Dual Credit Office will not accept late registration petitions. Approval of a petition does not guarantee admission to a course.

To submit a petition:

1. Pay \$10 petition fee through the Student Accounts & Cashier's Office.
2. Submit completed *Academic Petition and Dual Credit Registration* forms (as appropriate) with all necessary course information, supporting documentation, and signatures along with proof of payment to the Dual Credit Office.
3. The Dual Credit Office or the academic department will contact the student, teacher, and/or high school staff with the petition committee's decision.

## ROSTERS

**Students cannot receive credit for a course in which they are not registered. Teaching partners must verify that student registrations match between their DualEnroll roster(s) and their MyUI roster(s) and accurately reflects student enrollments in the classroom.**

Teaching partners use MyUI to access and verify their official course roster(s) and enter grades. To complete account setup prior to the start of the term, new teaching partners must follow the steps outlined during onboarding, including completion of the annual FERPA tutorial.

After initial setup, logout of MyUI, close all browser windows and log back in; it may take up to 24 hours after the FERPA tutorial is completed for the *Faculty & Advisors* page to activate.

**Note:**

*DUO Multi-Factor Authentication will be used for all U of I accounts and most systems.*

Provide a copy of the MyUI roster to your high school's Advanced Opportunities liaison to ensure accurate funding requests.

**Note:**

*MyUI is the official record for student registrations. If a student has a conflicting status (i.e., registered, dropped, or withdrawn) between DualEnroll and MyUI, what is reflected in MyUI will stand as the official status.*



# GRADES

Teaching partners are responsible for entering required final grades into MyUI. Midterm grades for dual credit students are elective, but encouraged.

Both final and midterm grades can be submitted in MyUI using the *Grade Entry* card.

- Find and pin the *Grade Entry* card to your MyUI dashboard for easy access by searching “grade entry” on the *All Cards* search bar link under the *Main Menu* link (three horizontal lines) in the upper left corner of your MyUI account and clicking the ribbon in the upper right corner of the *Grade Entry* card to pin it.

**Final grades are due by noon on the due date.** It is imperative that grades are reported on time so that credit can be awarded and academic standing can be calculated. The college dean’s offices and faculty liaisons are notified of grades not reported by the deadline.

## 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. 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.

## COURSE ENROLLMENT AND FINAL GRADES

Students are expected to log into MyUI 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 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.*

## END-OF-COURSE EVALUATIONS

Remind students to complete the end-of-course evaluations each term. The evaluation schedule is posted in MyUI. Faculty & Advisors > Course Evaluations > Evaluation Schedule

Students will receive an end-of-course evaluation link in their Vandal email.

Teaching partners will be given access to end-of-course evaluation data.



# PROFESSIONAL DEVELOPMENT

## NEW TEACHING PARTNER ORIENTATION

Each academic department has a designated faculty member who serves as the liaison with the high school teaching partner, providing guidance for the curriculum to be aligned with the university course. The academic departments are expected to include teaching partners in all department events and professional development (PD). The faculty liaison agrees to be an academic resource for high school teaching partners.

Faculty liaisons at the university must provide all new teaching partners with a course-specific orientation as part of the onboarding process. Topics covered should include:

- Discipline-specific professional development
  - Philosophy
  - Curriculum
  - Pedagogy
  - Learning outcomes and assessment
- U of I policies and procedures
- Dual Credit syllabus requirements
- How to access rosters in MyUI
- How to enter grades in MyUI

After the initial training, the faculty liaison will submit the HS Teacher Training and Orientation form to the Dual Credit Office via SharePoint.

## ANNUAL PROFESSIONAL DEVELOPMENT

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

The Dual Credit Program recommends four hours of professional development each semester for a total of eight PD hours per academic year. It is preferred that professional development activities take place prior to or during the academic year in which the teaching partner will facilitate U of I curriculum. If a teaching partner cannot participate in a PD activity because it takes place outside of their contract period or they do not have coverage for their classroom, faculty liaisons are encouraged to provide alternative options for teachers to complete required PD, in one session or multiple sessions, prior to May 1.

Not all professional development 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. Teaching partners should communicate any suggestions of specific topics (something that the teacher or the students are struggling with, for example) to the faculty liaison.

After each PD event, the faculty liaison will submit the *Professional Development* form to the Dual Credit Office via SharePoint. Once received, a survey link to complete the *Professional Development Evaluation* form will be shared with the teaching partner.

# CLASSROOM VISITS

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 one classroom visit per class. 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 prior to December 1 for fall semester courses or May 1 for spring semester and yearlong courses.

Observations will include a review of the course syllabus, the teaching methods used and the collected artifacts (sample rubric or ungraded assessment template) for the University NACEP accreditation records. Goal setting for visits will take place prior to the faculty liaison's visit which may take place online or in-person.

# TEACHING PARTNER STANDING

## 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 SUBSTITUTION AND/OR CANCELLATION OF COURSES

Teaching partners who, for whatever reason, must be absent for more than five consecutive days for a semester course or two consecutive weeks for a year-long course need to notify their faculty liaison and the Dual Credit Program as soon as possible. In the event of an emergency, the high school administrator must contact the Dual Credit Program. The Dual Credit Program will coordinate with the high school administrator and the faculty liaison to find a qualified substitute. If a qualified substitute cannot be acquired or the teaching partner can no longer facilitate the course, the Dual Credit Program will cancel the course. Compensation will be adjusted accordingly.





## TEACHING PARTNER NON-COMPLIANCE

All approved teaching partners must comply with the policies and procedures of the University of Idaho and the Dual Credit Program to include stated teaching partner responsibilities and the ethics policies described below.

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 is identified by the University of Idaho's sponsoring department, faculty liaison, Dual Credit Program, or high school administration.
- The sponsoring department, faculty liaison, or Dual Credit Program 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.

# ETHICS POLICY

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)[.]”

## 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.”

# ADDITIONAL TEACHING PARTNER RESOURCES

## HAVING TROUBLE LOGGING INTO MYUI?

- Complete your security profile following [these instructions](#).
- Make sure your account is enrolled in [DUO MFA](#)  
**Note:** [Duo MFA FAQs](#)
- Need to reset your password? Follow [these directions](#).
- 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, or [support@uidaho.edu](mailto:support@uidaho.edu).

## ORDERING A VANDALCARD

Active Dual Credit teaching partners can [request a Vandal Card](#) which grants access to U of I resources including the U of I Library and recreational facilities.

- **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](http://www.uidaho.edu/vandalcard). Schedule an appointment by email [support@uidaho.edu](mailto:support@uidaho.edu), or calling (208) 885-HELP (4357).

## VIEWING END-OF-COURSE EVALUATION RESPONSES

Email notifications indicating that an end-of-course evaluation is available for a course(s) are sent to students and instructors after the midterm.

### STUDENT NOTIFICATION

**Course Evaluation Reminder**  
University of Idaho

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School Logo

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Dear [REDACTED]

The list below contains surveys that are assigned to you to be completed. Your feedback is important and your responses are confidential. Please take a few minutes to participate in this process.

Course Num - Sec	Course Name	Responsible Faculty	Survey Open	Survey Close
PSYC311 - 01	Abnormal Psychology	[REDACTED]	Mar 17 12:01 AM	May 5 11:59 PM

The survey window closes before your class ends. If you miss the evaluation window, you will not be able to submit data using this process. We cannot reopen the evaluation after it closes.

Please reply to this email, if you have any questions or require assistance.

Thank you!

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Username: **Use your campus credentials**

[Login](#)

If you have problems logging in, please refer to campus policies for managing your account or use the support email below for assistance from the system administrator.


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Support email: [assessment@uidaho.edu](mailto:assessment@uidaho.edu)  
[Link to Site](#)  
 Access via mobile device or computer  
 University of Idaho Course Evaluations

### INSTRUCTOR NOTIFICATION

**Course Evaluation Reminder**  
University of Idaho

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Dear Christine Slater,

Did you know that response rates are generally higher when actively promoting and discussing **evaluations** in class?

Instructors can influence response rates by:

- Reserving time in-class to complete the survey
- Informing students about the purpose of **evaluations**
- Explaining how the College uses their feedback
- Providing some examples of useful feedback, and how the **course** pedagogy has benefited in response

To help you best determine how to encourage participation, a list of your **courses** and number of students who have not responded appears below.

Course Num - Sec	Course Name	Number Expected	Number Received	Survey Open	Survey Close
ALCP014 - 20	ALCP Reading/Composition	2	0	Mar 17 12:01 AM	May 5 11:59 PM
ALCP014 - 40	ALCP Reading/Composition	2	1	Mar 17 12:01 AM	May 5 11:59 PM
ALCP014 - 00	ALCP Reading/Composition	2	1	Mar 17 12:01 AM	May 5 11:59 PM
ENGL102 - 50	Writing and Rhetoric II	20	7	Mar 17 12:01 AM	May 5 11:59 PM
ENGL317 - 07	Technical Writing II	25	9	Mar 17 12:01 AM	May 5 11:59 PM
ENGL317 - 08	Technical Writing II	23	6	Mar 17 12:01 AM	May 5 11:59 PM

Please feel free to contact [Assessment and Accreditation](#) if you have any questions.

Thank you.

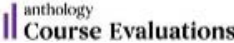
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Username: **Use your campus credentials**

[Login](#)

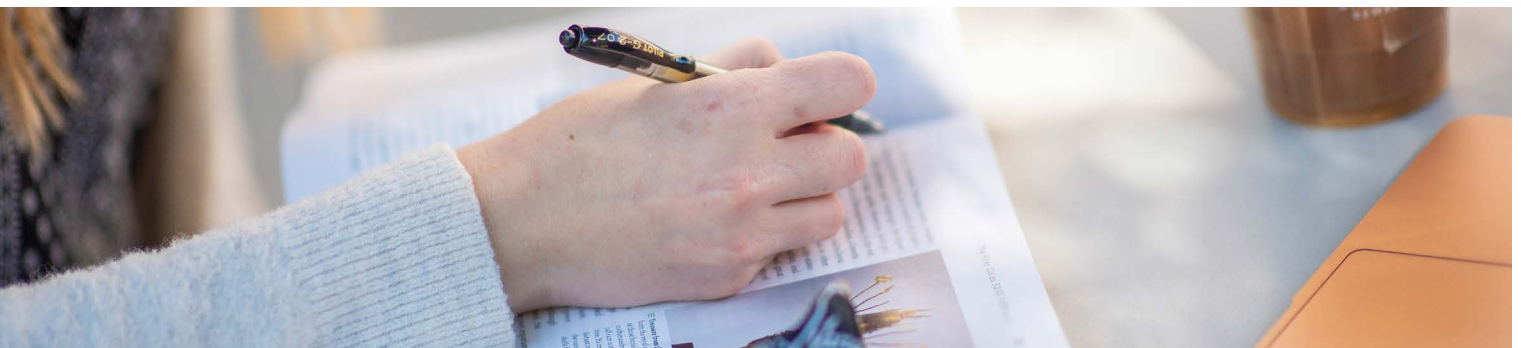
If you have problems logging in, please refer to campus policies for managing your account or use the support email below for assistance from the system administrator.

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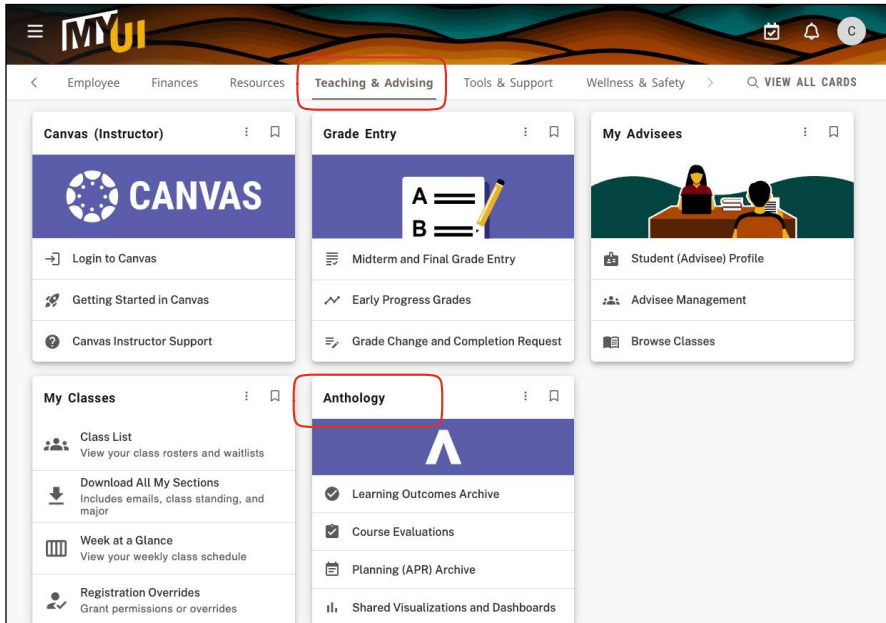
Support email: [assessment@uidaho.edu](mailto:assessment@uidaho.edu)  
[Link to Site](#)  
 Access via mobile device or computer  


The instructor notification includes a response count and is updated with each reminder; results are viewable within two weeks after the survey end date.

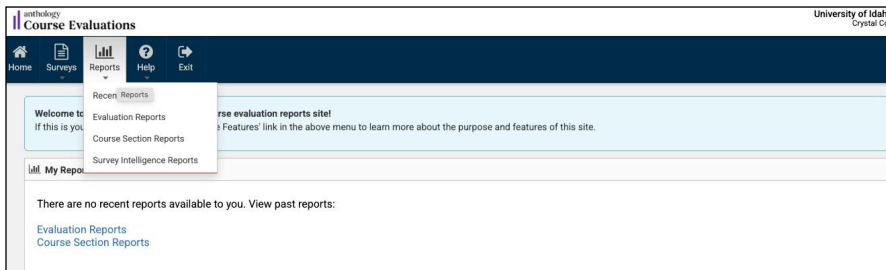
Results are viewed through MyUI.



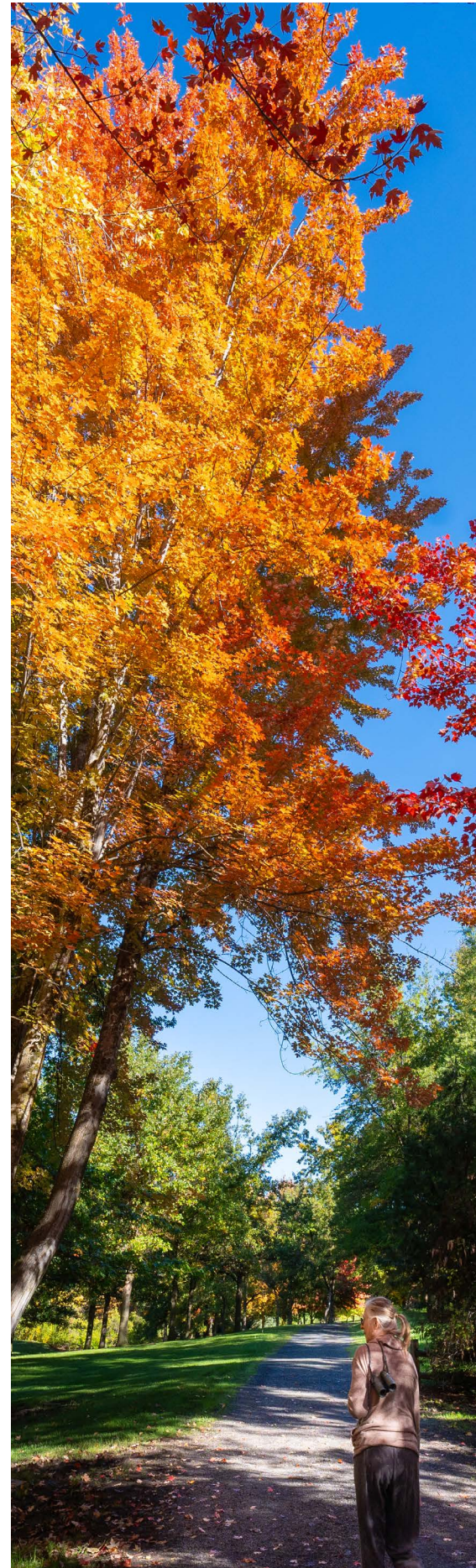
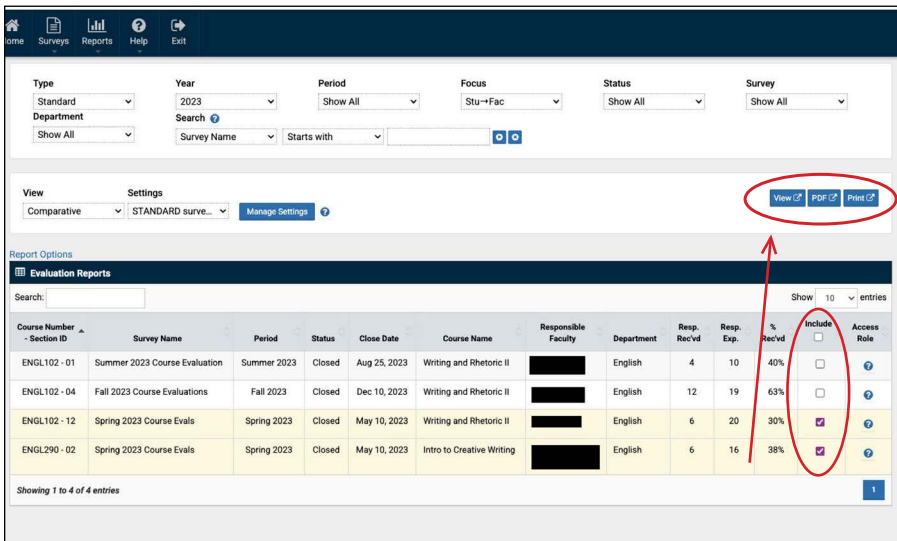
In order to view your course evaluations, login to your MYUI site and click on the “Teaching and Advising Tab.” There, you’ll see a card titled “Anthology.”



Anthology is the system that U of I uses to administer and store course evaluations. Once you click on the link, your Anthology dashboard should populate. By clicking on the “Reports” tab in the top left, you can navigate to your evaluation reports which are organized by year.



To view an evaluation report for a given class, click the “Include” box next to each section, then choose either “View,” “PDF,” or “Print.”



# STUDENT-RELATED INFORMATION

## ACADEMIC INTEGRITY

Academic integrity is the cornerstone value of learning. The University of Idaho is a proud member of the Center for Academic Integrity to provide faculty, staff and students access to tools, information and support to promote a climate of honesty and integrity on campus. Faculty, staff and student leaders have important responsibilities to contribute to this effort in creating an academic culture that celebrates honesty, fairness and trust.

## QUESTIONS?

To discuss issues in more detail, contact Dean of Students, Blaine Eckles, [beckles@uidaho.edu](mailto:beckles@uidaho.edu), 208-885-6757.

## 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 on the [Office of the Dean of Students site](#) under the Code of Conduct link.

## STUDENT GUIDES

### [How to register for U of I dual credit courses](https://uidaho.dualenroll.com/login)

<https://uidaho.dualenroll.com/login>

### [How to set up a new U of I student account](https://support.uidaho.edu/TDCClient/40/Portal/KB/ArticleDet?ID=1702)

<https://support.uidaho.edu/TDCClient/40/Portal/KB/ArticleDet?ID=1702>

### [How to order transcripts](https://www.uidaho.edu/registrar/transcripts-grades)

<https://www.uidaho.edu/registrar/transcripts-grades>

### [How to view student grades](https://my.uidaho.edu)

<https://my.uidaho.edu>

### [How to get a Vandal card](https://support.uidaho.edu/TDCClient/40/Portal/Requests/ServiceDet?ID=597)

<https://support.uidaho.edu/TDCClient/40/Portal/Requests/ServiceDet?ID=597>

### [How to apply to U of I as a high school senior](https://www.uidaho.edu/admissions-apply)

<https://www.uidaho.edu/admissions-apply>

Dual Credit students can find instructions on how to apply, view grades, and order transcripts on the U of I Dual Credit website.



## STUDENTS ATTENDING U OF I AFTER GRADUATION (DEGREE-SEEKING)

Students who plan on attending the University of Idaho after high school graduation must complete a degree-seeking undergraduate application. Students will also need to submit an official high school transcript and standardized test scores for course placement.

## VANDALMAIL

Please inform your students at the beginning of class to expect emails about U of I events and other opportunities through their VandalMail account.

## VANDALCARD

Encourage all U of I Dual Credit students to get their VandalCard to gain access to U of I resources including the U of I Library, tutoring services, recreational facilities, and athletic events.

## CAMPUS VISITS

We welcome, and encourage, Dual Credit teaching partners to bring their students for a visit to the U of I campus. Exposure to the university environment is a great way for students to feel that they are a part of the University of Idaho community. To set up a campus visit, complete the Dual Credit Campus Visit survey at [www.uidaho.edu/academics/dual-credit/teaching-partners](http://www.uidaho.edu/academics/dual-credit/teaching-partners), or contact the Dual Credit Office at [dualcredit@uidaho.edu](mailto:dualcredit@uidaho.edu).

## LIBRARY ACCESS

Teaching partners and students will enter their U of I email when prompted to login for most library resources from off campus. For questions regarding U of I email, contact the Office of Information Technology (OIT) at [support@uidaho.edu](mailto:support@uidaho.edu) or 208-885-HELP (4357).

For Interlibrary loan requests, a library barcode number is still needed. If you do not have a VandalCard, call 208-885-6843 or email [libill@uidaho.edu](mailto:libill@uidaho.edu) to receive a barcode number.



# NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS ACCREDITATION (NACEP)

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 teachers are as rigorous as courses offered on college campuses, such as U of I, and that all postsecondary concurrent enrollment programs adhere to high standards. NACEP works alongside U of I to provide the highest standards, so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development.

## NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS NATIONAL STANDARDS FOR QUALITY CONCURRENT ENROLLMENT PROGRAM (CEP)

Adopted May 2017

### DEFINITION:

NACEP defines concurrent enrollment program (CEP) as college credit-bearing courses taught to the high school students by college-approved high school teachers.

### PARTNERSHIP STANDARDS

P1-PARTNERSHIP 1	The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
P2-PARTNERSHIP 2	The concurrent enrollment program has ongoing collaboration with secondary school partners.

### FACULTY STANDARDS

F1-FACULTY 1	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.
F2-FACULTY 2	Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
F3-FACULTY 3	Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
F4-FACULTY 4	The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

### ASSESSMENT STANDARD

A1-ASSESSMENT 1	The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.
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### CURRICULUM STANDARDS

C1-CURRICULUM 1	Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
C2-CURRICULUM 2	The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
C3-CURRICULUM 3	Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

## STUDENT STANDARDS

S1-STUDENT 1	Registration and transcription policies and practices for concurrent enrollment students are consistent with those on campus.
S2-STUDENT 2	The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
S3-STUDENT 3	Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
S4-STUDENT 4	The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

## EVALUATION STANDARDS

E1-EVALUATION 1	The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
E2-EVALUATION 2	The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.



