

TEACHING PARTNER HANDBOOK

2024-2025



University of Idaho

Dual Credit Program

University of Idaho Dual Credit Program

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www.uidaho.edu/dual-credit
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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)¹. 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 the [National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#) standards that govern dual credit programs.

The University of Idaho Dual Credit Program is proud to be celebrating 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 120 high school teaching partners, and 58 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.

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

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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.

[Getting Started](#)

www.youtube.com/watch?v=Z7DRsSueSJY&list=PL5cliNoWdt4ZCP3wlKuLk-fRMqQ_TESZE&index=1

[U of I Account](#)

www.youtube.com/watch?v=MZ8GJCWso-k&list=PL5cliNoWdt4aWcSYrITB59hjFQ6HlBei7&index=1

[MyUI](#)

my.uidaho.edu

[Vandal Email](#)

vandals.uidaho.edu/?utm_source=vandalmail&utm_medium=button&utm_campaign=saem-global

[DUO](#)

www.uidaho.edu/infrastructure/its/departments/security/mfa/self-help

[U of I History](#)

www.uidaho.edu/about

[Class Roster](#)

vandalweb.uidaho.edu

[Faculty and Staff Handbook](#)

www.webpages.uidaho.edu/fsh/index.htm

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 during the first week of the course and prior to the drop and withdrawal deadlines to ensure enrollment accuracy.)
4. Develop syllabus, using the Dual Credit Program-provided template, and have it approved by faculty liaison, one per course per year, and submit to the Dual Credit Office prior to the October 1 fall semester and March 1 spring semester deadlines.
5. Distribute U of I Dual Credit template-based syllabus, which may include Dual Credit Program as well as departmental standards, to students.
6. Submit one sample rubric or ungraded assessment template (exam or essay) per course per year to faculty liaison prior to the June 30 deadline. 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. Attend recommended eight hours of professional development (PD) per academic year, which can be completed in one session or multiple sessions (July through June).
9. Schedule a classroom visit with faculty liaison for a time and mode that works best for you during the first semester of a new course offering. Following the initial visit, a classroom visit must be completed once every other academic year.
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 teaching partners serving as U of I adjunct faculty.
2. Ensure accurate completion of MOU and payment agreements.
3. Meet annually with the Dual Credit Program to confirm course offerings.
4. Act as a liaison between U of I, high school students, parents, teachers, Dual Credit 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 teacher discipline-specific training for approved teaching partners. *(NACEP F2)*
4. Provide teaching partners with U of I discipline-specific course syllabus, rubrics, sample exams, and other course materials prior to the start of the course. *(NACEP C2)*
5. Review teaching partner's Dual Credit Program-provided Dual Credit syllabus template with high school teaching partners. **Note:** The Dual Credit Program may share template updates with teachers as appropriate. *(NACEP C2)*
6. Provide guidance concerning the grading policies of the department. *(NACEP A1)*
7. Provide to the Dual Credit Office one U of I sample rubric or one ungraded assessment template (exam or essay) and equivalent high school sample rubric or ungraded assessment template (exam or essay) per course per year prior to the June 30 deadline. *(NACEP A1)*

8. Schedule a classroom visit with teaching partners for a time and mode that works best during the first semester of the course offering. Following the initial visit, a classroom visit must be completed once every other academic year. *(NACEP C3)*
9. Introduce teaching partners to U of I's culture including mission, vision, and values and facilitate development by networking, sharing resources, and providing positive and constructive feedback on professional development (PD) issues. *(NACEP F3)*
10. Ensure recommended eight hours of professional development (PD) per academic year are completed by teaching partners; can be completed in one session or multiple sessions (July through June). *(NACEP F3)*
11. Attend faculty liaison orientation and Dual Credit Program-led professional development.
12. Faculty liaisons will extend adherence to guidelines outlined in Faculty Staff Handbook (FSH) where it concerns their responsibilities and obligations in collaboration with the Dual Credit Program.

UNIVERSITY OF IDAHO DUAL CREDIT PROGRAM RESPONSIBILITIES

1. Communicate any necessary information as needed to all stakeholders. *(NACEP P2)*
2. Update Teaching Partner and Faculty Liaison handbooks annually, to be shared with stakeholders each fall.
3. Ensure a faculty member from the academic department to serve as a high school liaison. *(NACEP P1)*
4. Facilitate faculty liaison orientation and professional development.
5. Provide faculty liaison support for ongoing high school collaboration. *(NACEP P2)*
6. Advise students regarding admissions, course selection, enrollment, and transferability. *(NACEP S3)*
7. Monitor and track accreditation requirements.
8. 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 Program 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	March 1
Fall Priority Deadline	April 1
Fall Final Deadline	May 15
Spring Applications Open	August 1
Spring Priority Deadline	September 1
Spring Final Deadline	October 15

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 Minimum Requirements, number 1)
 - 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

MEMORANDUM OF UNDERSTANDING

Memorandum of Understanding (MOU) agreements are between the University of Idaho and partnering district and/or teaching partner. 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 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 U of I or by their district. 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). Please refer to your MOU for more details.

COURSES

The Dual Credit Office will coordinate with the high school teaching partner and high school staff and administration to schedule courses for the upcoming term by scheduling planning meetings with the appropriate staff members. Teaching partners are responsible for reviewing and confirming their courses on the [schedule](#) and in [MyUI](#) prior to the beginning of each term.

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.

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

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 class syllabus to their faculty liaison annually prior to the October 1 fall semester and March 1 spring semester deadlines. This ensures the sponsoring academic department and the Dual Credit Office have the latest curriculum changes on file. This is a requirement for NACEP accreditation and ensures accessibility for students and other institutions when requested. The syllabus template can be found on the Dual Credit [Teaching Partners](#) 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; 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

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

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

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.

DROP OR WITHDRAWAL:

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

HOW TO DROP OR WITHDRAWAL FROM A COURSE:

1. If within the posted drop or withdrawal periods, the student will request a drop or withdrawal in [DualEnroll](#).
 - a. If outside of the posted drop or withdrawal windows, the student will not have one or 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

For a student to add, drop, or withdraw past the posted deadlines, the student must submit an Academic Petition and pay a \$10 fee at the [Student Accounts/Cashiers Office](#). Approval of the petition does not guarantee admission to any specific course. Contact the Dual Credit Office for the necessary forms. Next steps are as follows:

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.

Instructors use [MyUI](#) to access their official course roster, check on student statuses, access and verify their official course roster and enter grades. To complete their account setup prior to teaching, new teaching partners must follow the steps outlined in the “New Email Account Setup” and “MyUI Access” directions on the Teaching Partners page on the Dual Credit website.

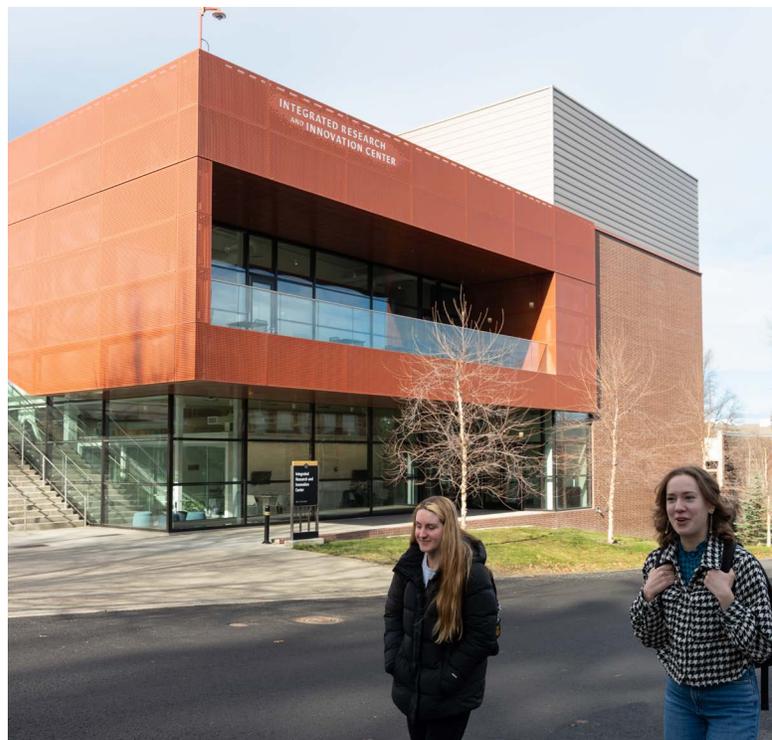
After initial setup, logout of MyUI, close all browser windows and log back in; it may take up to 24 hours after the FERPA tutorial is completed for the Faculty & Advisors page to activate. Please note that DUO Multi-Factor Authentication will be used for all U of I accounts and most systems.

Provide a copy of the MyUI class roster to your high school's Advanced Opportunities liaison

- The first week of class
- Before the [drop and withdrawal deadlines](#)

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

Grades are [entered in MyUI](#) by the Dual Credit teaching partner.

Final grades are due by noon on the due date. It is imperative that grades are reported on time so that academic standing can be calculated, transcript orders can be completed, and eligibility for future enrollment determined. The college dean's offices and faculty liaisons are notified of grades not reported by the deadline.

- [Grades Quick Reference Guide](#)
(www.uidaho.edu/-/media/UIDaho-Responsive/Files/registrar/Registrar/gradeentrydetailedguide.pdf?la=en&hash=7658252B-1FAAC532E3D0658EA63AF0FD5A160BBD)
- [How to enter Midterm or Final Grades](#)
(www.uidaho.edu/registrar/faculty/user-guides/grades#accordi-on-row-487d75d1-07f3-40da-b370-2278a80ec55e-)

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.



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 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
- How to access rosters in MyUI
- Dual Credit syllabus requirements

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.

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.

The Dual Credit Program recommends four hours of professional development each semester for a total of eight PD hours per academic year which can be completed in one session or multiple sessions. If a teaching partner cannot participate in a PD activity because it takes place outside of their contract period, faculty liaisons are encouraged to provide alternative options for teachers to complete required PD. The Dual Credit Program holds annual fall kick-offs and may also have additional trainings or meetings that teaching partners are highly encouraged to attend.

The Dual Credit Program would prefer professional development activities to take place prior to or during the academic year in which the high school teaching partner will facilitate U of I curriculum. As a default, PD submissions on or before June 30 will be applied to the previous academic year. Any PD that takes place on or after July 1 will be applied to the upcoming academic year. A department must obtain agreement from the Dual Credit Office to conduct its professional development on a different schedule.

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 for one classroom visit form per class observed. 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.

Observations will include a review of the course syllabus, the teaching methods used and the collection of 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

Teachers who, for whatever reason, must be absent from school for more than five consecutive days for a semester course or two consecutive weeks for a year-long course need to contact the Dual Credit Program as well as their department faculty liaison to ensure a qualified substitute is acquired. In the event of an emergency, your campus administrator must contact the Dual Credit Program. If a qualified substitute cannot be acquired to complete the course or the teacher can no longer teach 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 which includes ethics policies described above.

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

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

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

- A performance issue for a teaching partner is identified by the University of Idaho's sponsoring department or the local high school administration.

- The liaison, or sponsoring department, will communicate with the teaching partner expressing the performance concerns and offer support and/or additional training to address performance concerns via a Non-Compliance Notification Letter.

Based on the specifics of the performance issue as well as previous intervention attempts, the Dual Credit

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

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)[.]”

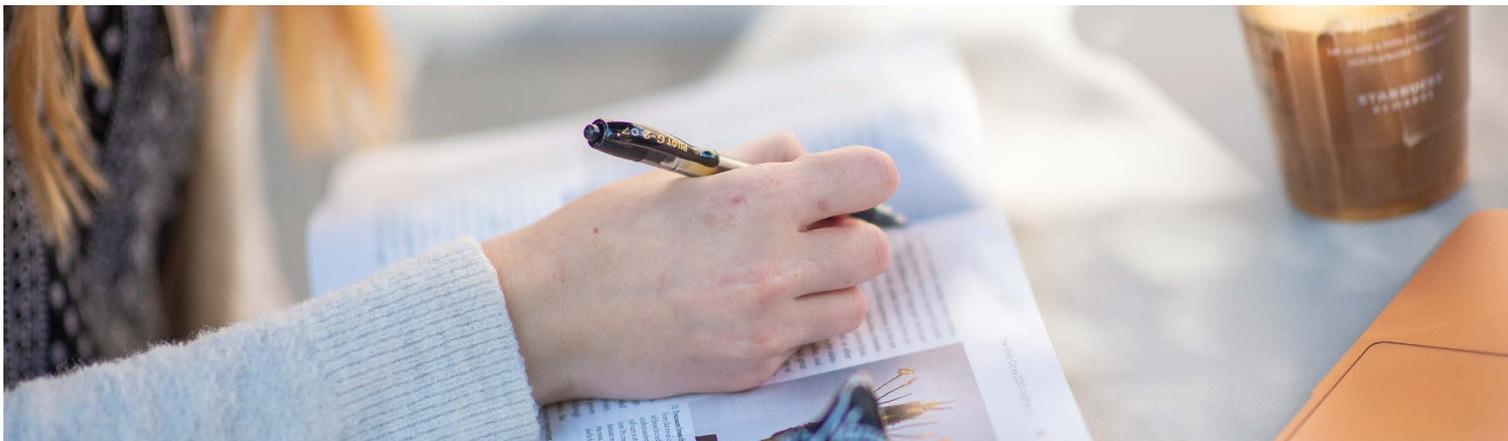
C. REPORTING UNETHICAL BEHAVIOR

“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?

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

ORDERING A VANDALCARD

Active Dual Credit teaching partners can request a Vandal ID card which allows access to U of I resources including the U of I Library and recreational facilities.

- **On Campus:** Cards may be obtained by visiting the Student Technology Center located in the Teaching and Learning Center, room 128.
- **By Mail:** Teachers not located in the Moscow area can request a VandalCard by logging into www.uidaho.edu/vandalcard. Schedule an appointment by email support@uidaho.edu, or calling (208) 885-HELP (4357).

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

School Logo

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.

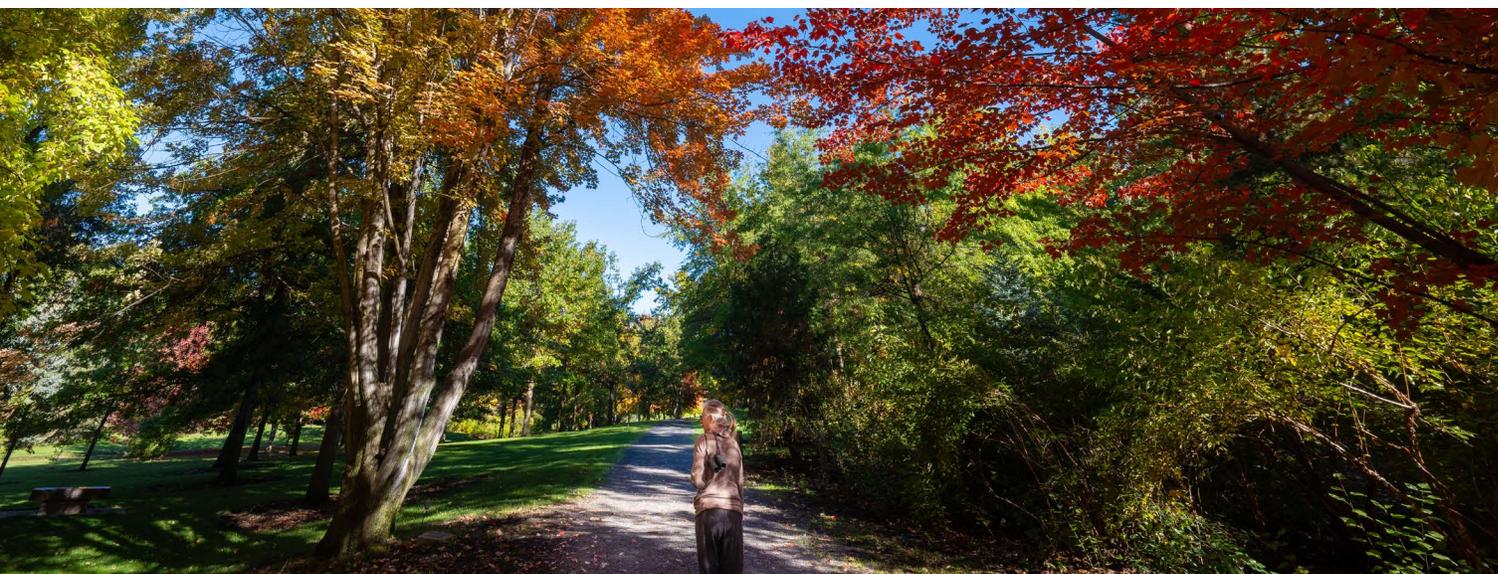
Thank you!

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.

Support email: 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



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 - 60	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
ENGL117 - 07	Technical Writing II	25	9	Mar 17 12:01 AM	May 5 11:59 PM
ENGL117 - 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.

Username: **Use your campus credentials**

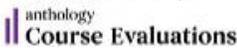
[Login](#)

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.

Support email: assessment@uidaho.edu

[Link to 3Bs](#)

Access via mobile device or computer



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

Results are viewed through MyUI.

From the *Faculty & Advisors* tab within MyUI, instructor will select the *Course Evaluations* link.

Personal Information | Students | Financial Aid & Scholarships | Faculty & Advisors | Employees

Search [Go](#)

Faculty & Advisors Menu

- Grades**
 - Class List**
View your class rosters and wait lists
For more info see the [Class List Quick Reference Guide](#)
 - Registration Overrides**
 - Student Profile**
Lift holds, view degree audit and unofficial transcript
For more info see the [Student Profile User Guide](#) or the [Student Profile Quick Reference Guide](#)
 - Advisee Management**
For more info see the [Reference Guide](#)
List of Active Advisees that allows you to:
 - Add a student to your advisee list.
 - Remove the Advisor Hold from one or more advisees.
 - Drop one or more students from your advisee list.
- Download all my sections**
File now includes class standing and primary major
- Browse Classes**
Search for Classes [Online Guide](#)
- Faculty Weekly Schedule**
- Course Evaluations**
- Anthology: Assessment and APR**
- CDAR Accommodation Faculty Portal**

Next select the *MyCourseEval* link.

Personal Information | Students | Financial Aid & Scholarships | Faculty & Advisors | Employees | Sponsored Programs | MyUI Home

Search [Go](#)

Course Evaluation Menu

Course Evaluation Information
Effective Fall 2021, course evaluations are administered in [MyCourseEval](#) (from Anthology). This is a new interface. Please review the [Course Evaluation User Guide](#) for more information. Anthology uses your VandalWeb credentials.

For Promotion and Tenure reports, please contact Institutional Research at studeval@uidaho.edu for support. Data prior to Summer 2021 is not available.

- Response Rates**
You now have a tool to manage your response rates. This report shows response rates for your student evaluations.
- Permissions**
This report shows all permissions for the Student Evaluations of Teaching Reports.
- Instructor Summary By Department**
View a summary report for all instructors in a department. NOTE: Only for heads of departments or colleges.
- Summary Report**
View course evaluation summaries.
- Detailed Evaluation Reports**
Select and view detailed evaluation reports.
- Administrator Reports**
Reports for Administrators with security access
- Customize Evaluation Form**
Customize your evaluation form by adding questions from a list. Select a previously created form to apply to current courses.

All completed and available surveys will display with an option to select the *View Report* link to open each individual course evaluation.

UIE Evaluations

Welcome to University of Idaho's online course evaluation reports page! With a few clicks, you can see the 2021-2022 response rates, response rates by department, and the purpose and status of the UIE.

UIE Home

ALCP014 20-27 ALCP Reading/Composition Spring 2021 Course Evaluations	WFMHM 100% Response Rate	Response Rate: 100%	View Report
ALCP014 40-27 ALCP Reading/Composition Spring 2021 Course Evaluations	MIHM 100% Response Rate	Response Rate: 100%	View Report
ALCP014 60-27 ALCP Reading/Composition Spring 2021 Course Evaluations	IM-M 100% Response Rate	Response Rate: 100%	View Report
ENGL102 50-22 Writing and Rhetoric II Spring 2021 Course Evaluations	MIHM 35% Response Rate	Response Rate: 35%	View Report
ENGL117 07-22 Technical Writing II Spring 2021 Course Evaluations	IM-M 36% Response Rate	Response Rate: 36%	View Report
ENGL117 08-22 Technical Writing II Spring 2021 Course Evaluations	MIHM 26% Response Rate	Response Rate: 26%	View Report

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, 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 [Student Conduct](#) link.

STUDENT GUIDES

[How to get your Vandal number](#)

www.uidaho.edu/academics/dual-credit/students/general-information

[Verify enrollment](#)

vandalweb.uidaho.edu

[Course registration](#)

uidaho.dualenroll.com/login

[How to log into MyUI](#)

support.uidaho.edu/TDClient/40/Portal/KB/ArticleDet?ID=1702

[How to order transcripts](#)

www.uidaho.edu/registrar/transcripts

[View grades](#)

vandalweb.uidaho.edu

[How to get a Vandal ID Card](#)

support.uidaho.edu/TDClient/40/Portal/Requests/ServiceDet?ID=597

[How to apply to U of I as a high school senior](#)

www.uidaho.edu/admissions/apply/first-year

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, or contact the Dual Credit Office at dualcredit@uidaho.edu.

LIBRARY ACCESS

You will need to enter your U of I email when prompted to login to most library resources from [off-campus](#). If you don't know your U of I email, contact OIT Support at 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 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.





