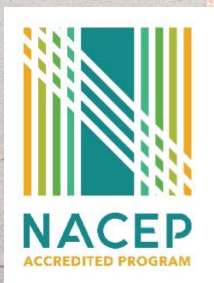


# FACULTY LIAISON HANDBOOK

2024-2025



**University of Idaho**  
Dual Credit Program



Dear Dual Credit Faculty Liaison,

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

The goal of this handbook is to help clarify your role as faculty liaison. If there is something you would like to see in the next edition to better support your work, please complete the [2025-2026 Handbook Updates survey](#) with your suggestions.

Sincerely,

A handwritten signature in black ink that reads "Casie Moreland".

Casie Moreland  
U of I Dual Credit Director

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## University of Idaho Dual Credit Program

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# WELCOME TO THE UNIVERSITY OF IDAHO DUAL CREDIT TEAM

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

[National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#) standards that govern dual credit programs.

The University of Idaho Dual Credit Program is 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 toward 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 U of I 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).





# CONTENTS

## OVERVIEW ..... 3

## ROLES AND RESPONSIBILITIES ..... 3

Faculty Liaison Responsibilities .....	3
Teaching Partner Responsibilities .....	4
Dual Credit Program Responsibilities .....	4
High School Administrator/School District Responsibilities .....	4

## FACULTY LIAISON COMPENSATION ..... 5

## FACULTY LIAISON TRAVEL ..... 5

## TEACHING PARTNER APPLICATIONS ..... 6

Teaching Partner Application Deadlines .....	6
Required Application Documents .....	6
Teaching Partner Qualification Guide .....	7
Exceptions .....	7
Waivers .....	8
Dual Credit Teaching Certificate .....	9
Memorandum of Understanding .....	9

## PROFESSIONAL DEVELOPMENT ..... 9

New Teaching Partner Orientation .....	9
Annual Professional Development .....	10

## STATEMENT OF EQUIVALENCY ..... 11

## COURSE OVERSIGHT ..... 12

Course Scheduling .....	12
Dates and Deadlines .....	12
Syllabus .....	12
Student Code of Conduct .....	12
Rosters .....	12
Assessments .....	12
Classroom Visits .....	12
End-of-Course Evaluations .....	13
Grades .....	13
University and High School Grades .....	13
Incomplete Grade Policies .....	13

## TEACHING PARTNER STANDING ..... 14

Active/Inactive Status of a High School Teaching Partner .....	14
Teaching Partner Substitution and/or Cancellation of Courses .....	14
Teaching Partner Non-Compliance .....	14

## ETHICS POLICY ..... 15

A. Ethics .....	15
C. Reporting Unethical Behavior .....	15
A. Policy .....	15
NACEP .....	15

# OVERVIEW

University of Idaho (U of I) Dual Credit faculty liaisons provide oversight and curriculum guidance to ensure alignment between courses delivered on the high school campus and courses delivered on the university campus. Faculty liaisons will review high school teaching partner applications to ensure they meet university guidelines for temporary faculty and provide ongoing support.

To assist with onboarding for approved teaching partners and annual requirements, a [SharePoint](#) folder has been created for each department sponsoring dual credit

courses. Each folder contains year-specific and topic-specific folders into which required forms pertaining to application reviews, onboarding, syllabi, classroom visits, and professional development (PD) will be uploaded.

All current Dual Credit forms can be downloaded from the [Faculty Liaison Forms](#) page on the Dual Credit website. If prompted, enter your U of I credentials to access the page. Visit the [Dual Credit Program](#) website for more information and resources.

# ROLES AND RESPONSIBILITIES

## 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.
2. Create study plans with high school teaching partners, as necessary.
3. Facilitate new teacher discipline-specific training for approved teaching partners.
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.
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.
6. Provide guidance concerning the grading policies of the department.
7. Provide to the Dual Credit Office one U of I sample rubric or one ungraded assessment template (exam or essay) and one equivalent high school sample rubric or ungraded assessment template (exam or essay) per course per year prior to the June 30 deadline.
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.
9. Introduce teaching partners to U of I's culture including mission, vision, and values and facilitate development by networking, sharing resources, and providing positive and constructive feedback on professional development issues.
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).
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.

## 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.

## DUAL CREDIT PROGRAM RESPONSIBILITIES

1. Communicate any necessary information as needed to all stakeholders.
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.
4. Facilitate faculty liaison orientation and professional development.
5. Provide faculty liaison support for ongoing high school collaboration.
6. Advise students regarding admissions, course selection, enrollment, and transferability.
7. Monitor and track accreditation requirements.
8. Work with the University of Idaho Associate Director of Assessment and Accreditation to ensure students have access to end-of-course evaluations.
9. Conduct evaluations of the Dual Credit Program.

## 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 COMPENSATION

Faculty liaisons are compensated either directly or through course releases. The way in which faculty liaisons are compensated is dependent on the number of active teaching partners mentored each semester.

Faculty liaisons who mentor less than 10 teaching partners in the current semester will receive compensation as additional pay. The rate will be outlined on a Faculty Salary Change form and payable at the end of each semester in which the course begins (excluding

yearlong courses which will be paid at the conclusion of the spring term) after verification of completion of requirements as outlined in the salary change agreement.

Faculty liaisons who mentor 10 or more teaching partners in the current semester will receive a course release for every 10 teachers mentored. The faculty liaison's position description will be updated to reflect the Dual Credit Program responsibilities and percentage of FTE associated with the outlined responsibilities.

## FACULTY LIAISON TRAVEL

The Dual Credit Program will provide financial support for faculty liaison travel to facilitate site visits. The faculty liaison will follow their discipline's departmental processes for entering pre-approvals and expense reports into ChromeRiver and will input the Dual Credit Program's index number and assigned activity code and GL approver for both.

The Dual Credit Program follows U of I travel policies as detailed [here](#).

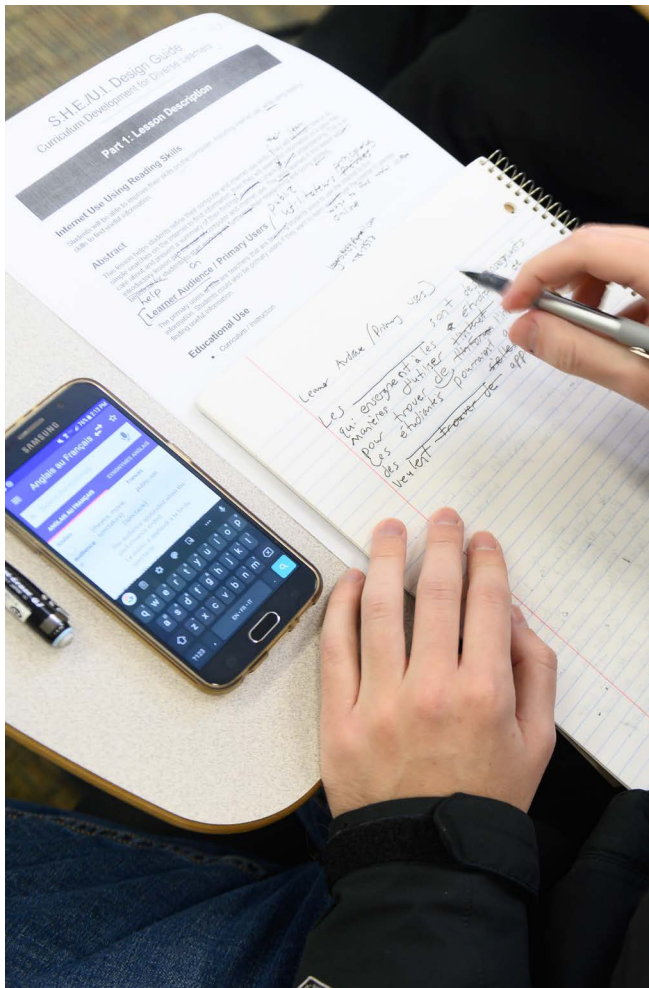
If you have questions about what costs are covered, prior to submitting a preapproval, contact the Dual Credit Office.



# TEACHING PARTNER APPLICATIONS

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

Teaching partners who are approved to teach for the University of Idaho Dual Credit Program become affiliates and receive a Vandal number and a U of I staff account with access to the UI Library, MyUI, and a VandalMail email account and must adhere to [University Guidelines](#).



## 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. Resume/CV
4. Statement of teaching philosophy
5. Transcripts (unofficial are accepted)
6. Letter of recommendation from the principal

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

### 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 QUALIFICATION GUIDE

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

- Hold a master's degree in the subject field (or an approved field identified by the sponsoring department), **OR** a bachelor's degree in the subject field with 18 semester credits of graduate work in the subject field (or an approved field identified by the sponsoring department) **OR** is participating in a certificate plan.
- Meet the requirements the department uses to approve assistant professors, adjunct faculty, or instructors who would be teaching the same course on campus for U of I.

Faculty liaisons must complete the [Approval Checklist](#) during the review process and submit to the Dual Credit Office via the appropriate departmental SharePoint folder.

## EXCEPTIONS

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

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



The plan must:

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

## MEMORANDUM OF UNDERSTANDING

Memorandum of Understanding (MOU) agreements are between the University of Idaho and partnering district and/or teaching partner. To learn more about the MOU agreements, please reference the [Teaching Partner Handbook](#).

# PROFESSIONAL DEVELOPMENT

## NEW TEACHING PARTNER ORIENTATION

High school teaching partners who are approved to teach for the University of Idaho Dual Credit Program become affiliates of the sponsoring department and receive a Vandal number, a VandalMail email account, and access to the U of I Library.

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

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

After completion of the orientation, the faculty liaison will submit the [HS Teacher Training and Orientation](#) form to the Dual Credit Office via SharePoint.



## ANNUAL PROFESSIONAL DEVELOPMENT

Academic departments are expected to provide professional development opportunities to high school teaching partners, and faculty liaisons agree to be an academic resource for high school teaching partners.

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

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

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

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

The Dual Credit Program recommends four hours of professional development each semester (including a one-hour requirement to meet with the Dual Credit Office), for a total of eight PD hours per academic year which can be completed in one session or multiple

sessions. If this poses a challenge for any discipline, please contact the Dual Credit Office to make alternate arrangements. If a teaching partner cannot participate in a PD activity because it takes place outside of their contract period, faculty liaisons are encouraged to provide alternative options for teachers to complete required PD.

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

After completion of a PD event, the faculty liaison will submit the [PD Form](#), agenda, and assignments or handouts if applicable to the Dual Credit Office via SharePoint prior to the June 30 deadline.

The [PD Evaluation Form](#) will be completed by the teaching partner via survey link shared by the Dual Credit Office after the [PD Form](#) has been submitted by the faculty liaison.

The Dual Credit Program can provide financial support for a variety of on-and off-campus professional development opportunities for high school teaching partners. Contact the Dual Credit Office for qualified expenses.



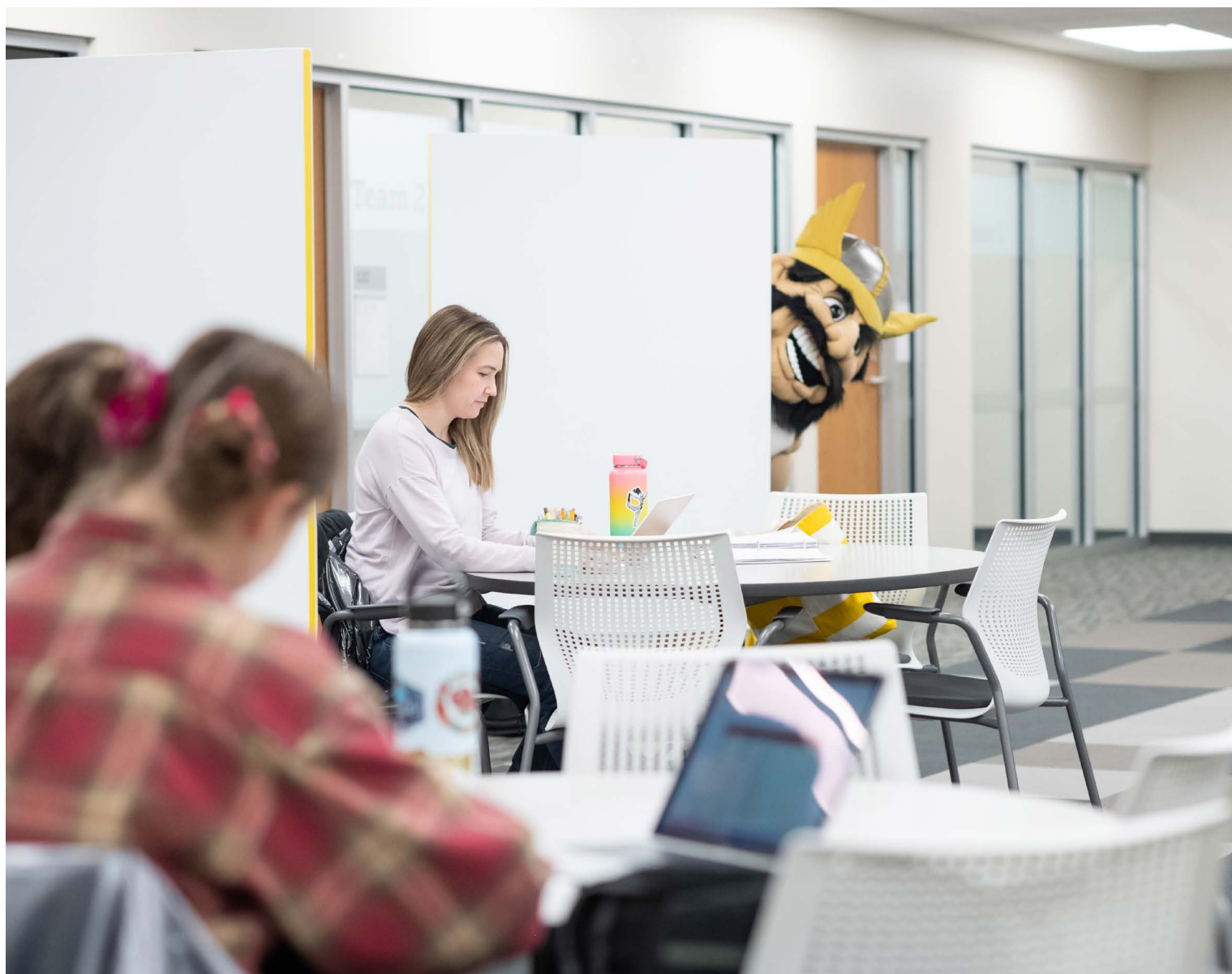
# STATEMENT OF EQUIVALENCY

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

The statement should follow the template found on the [Faculty Liaison Forms](#) page and include an introductory paragraph that identifies the author, discipline, role within U of I and the Dual Credit Program as well as the length of their term with the Dual Credit Program. The template includes space for explanations of the following categories:

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

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



# COURSE OVERSIGHT

## COURSE SCHEDULING

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

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

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

## 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

Dual Credit teaching partners are required annually to submit an updated syllabus to their faculty liaison for each course taught, prior to the October 1 fall semester and March 1 spring semester deadlines. After the faculty liaison has reviewed and approved the syllabus, it will be submitted to the Dual Credit Office via SharePoint.

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

The faculty liaison will also submit a current U of I syllabus for each course facilitated at the high school to ensure alignment between courses delivered on the high school campus and courses delivered on the university campus. This is a requirement for NACEP and ensures

the sponsoring academic department and the Dual Credit Office have the latest curriculum changes on file as well as ensuring accessibility for students and other institutions when requested.

## 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.

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

## ROSTERS

Teaching partners must verify that student registrations match between DualEnroll roster(s) and MyUI roster(s) and accurately reflect student enrollments in the classroom.

## ASSESSMENTS

Dual Credit students are held to the same standards of achievement as students in on-campus sections. They should also be assessed using the same methods (e.g., papers, portfolios, exams, labs, etc.) as their on-campus counterparts.

Learning objectives and outcomes must be included on the course syllabus along with expectations and grade criteria.

## CLASSROOM VISITS

Faculty liaisons conduct classroom visits to observe course content and delivery, student discourse and rapport to ensure that curriculum utilized on the high school campus is equivalent to the curriculum utilized in on-campus courses. NACEP requires one form per course observed, not one per discipline, as forms are audited individually. Classroom visits must be conducted during the first semester of a new course offering and every other year after the first year.

It is recommended that an observation be conducted in three parts: 1) a conversation with the teaching partner about what to anticipate before the visit and goal setting;

2) observations about the students, the content (lesson, curriculum, syllabus, and assessment), and any goals previously discussed; and 3) the feedback/reflection after the visit.

After completion of a classroom visit, the faculty liaison will submit the [HS Classroom Visit Form](#) to the Dual Credit Office via SharePoint prior to the June 30 deadline.

## END-OF-COURSE EVALUATIONS

To increase participation in end-of-course evaluations, it is recommended that high school teaching partners dedicate part of a class period for students to complete the evaluations.

## GRADES

Grades are entered in MyUI by the Dual Credit teaching partner. While not required, teaching partners do have the opportunity to enter midterm grades. Final grades are due by noon on the due date.

### UNIVERSITY AND HIGH SCHOOL GRADES

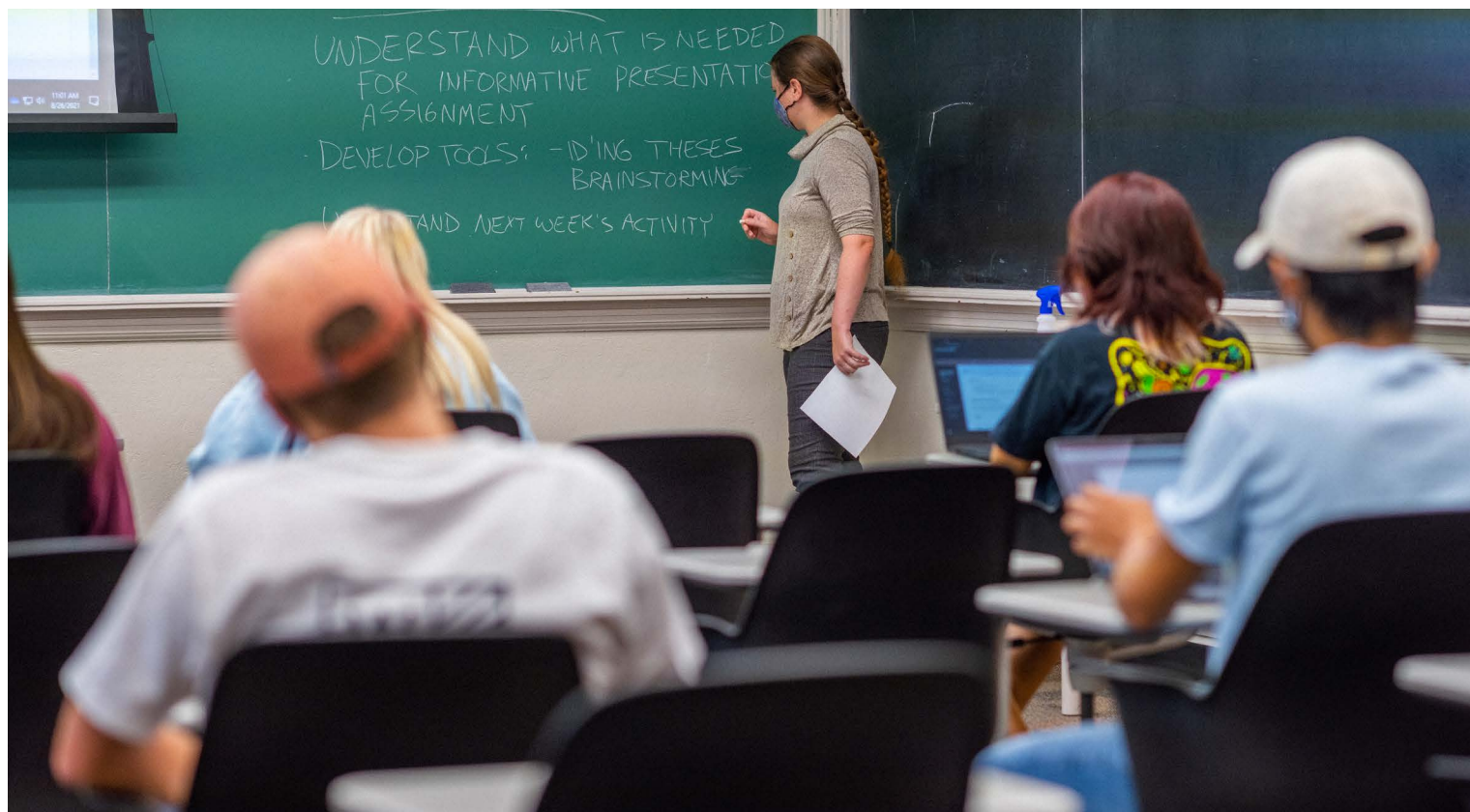
The high school grade and the university grade do not have to be identical; however, assessments for

U of I credits must be identical at the high school as at the university. More specifically, high school campus courses 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 are differences in grading policies between the high school and U of I, the teaching partner should keep two grade books: one to meet the high school policy and another, separate, gradebook to meet the U of I policy. There could be two different grades for the course because there is no way to satisfy both policies.

### INCOMPLETE GRADE POLICIES

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. 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 (I) is not appropriate for high school seniors or students who are no longer enrolled in the school.



# 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 dual credit courses for three consecutive semesters, they will become inactive. If an inactive teaching partner would like to resume facilitating courses, they must submit a new application and principal's letter of recommendation.

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

## TEACHING PARTNER SUBSTITUTION AND/OR CANCELLATION OF COURSES

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

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

## 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 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."

## NACEP

The U of I Dual Credit Program is a NACEP-Accredited program and, as such, follows all recommended NACEP standards.



