



Table of Contents

Contents

Welcome to Dual Credit.....	1
ACADEMIC CALENDAR 2020-2021	2
Roles & Responsibilities	3
Instructor Approval Process	4
Course Approval Process	4
Once the Instructor and Course Have Been Approved	5
Observation & Assessment	5
Employee Self Service Login: Linking to UCC	6
CRN (Course Registration Number)	7
Grading	7
Information to Share with Students	7
Student Dual Credit Admission and Registration Processes	9
Transcription of Dual Credit Courses	10
To Help a Student Verify UCC Transcript or Request Printed Transcript:.....	10
APPENDIX 1: Requirements for Instructional Approval	11
New Sponsored Dual Credit Instructor Approval Request	14
College Transitions Office	15
Sponsored Dual Credit Course Articulation Agreement.....	15
New Dual Credit Instructor Approval Request.....	18
Dual Credit Articulation Agreement	19
Appendix 6.....	21
Appendix 7: Revised Oregon Dual Credit Program Standards (adopted 2014)	22

Welcome to Dual Credit

The Dual Credit program at Umpqua Community College (UCC) provides an opportunity for high school students to earn college credit based on articulation agreements between Douglas County high schools and Umpqua Community College.

Students can earn:

- University **Lower Division Transfer** credit that counts toward a Bachelor's degree in such subject areas as Literature, World Languages, History, Social Science and Mathematics, or
- Credit in **Career & Technical Education**, Associate of Applied Science programs, such as Automotive Technology, Computer Applications Systems, Early Childhood Education, Welding, Drafting and many more!

Courses are articulated when the high school course has the same content and learning outcomes as the college course. Although taught in the high school, the course materials, content, and instructional quality are consistent with courses offered by the community college. Because of that articulation, a student would be able, following high school graduation, to transition smoothly to the next level of college courses in the subject area.

This instructor manual addresses program standards as adopted in 2014 by the Oregon Dual Credit Oversight Committee of the Higher Education Coordinating Commission. In addition, it addresses standards for Sponsored Dual Credit (SDC), as adopted in 2016. Sponsored Dual Credit allows for dual credit to be offered even if the high school instructor does not meet the UCC's qualifications for teaching a college course. These standards, included in Appendix 7 of this document, address the areas of curriculum, faculty, students, assessment, and evaluation. In addition, an annually updated student guide will be delivered to you to share with your learners. Both the program manual and student guide are available online via the High School Connections link on the Umpqua.edu website.

The UCC Dual Credit program has been in operation for more than 20 years. The College Transitions Office and UCC faculty strive to facilitate strong relationships between the high schools and UCC, as well as improve opportunities for Douglas County high school students to become successful completers of post-secondary programs.

College Transitions Office

Website: <https://www.umpqua.edu/high-school-connections>

Email: HSCconnections@umpqua.edu

Keeley Eldredge, College Transitions Specialist
541-440-7709, Keeley.Eldredge@umpqua.edu

Missy Olson, Dean of Enrollment Management
541-440-7865, Missy.Olson@umpqua.edu

UMPQUA COMMUNITY COLLEGE ACADEMIC CALENDAR 2021-2022

Fall Term 2021

Classes Begin	Monday, September 27
Last day to Register or Add Classes	Friday, October 8
Last Day to Drop (via web only on weekends)	Sunday, October 3
Last Day to Withdraw	Friday, November 12
Final Exam Week	Monday-Saturday, December 6-11
Grades are Due	Monday, December 13

Winter Term 2022

Registration Begins	Monday, November 7
Classes Begin	Monday, January 3
Last Day to Drop (via web only on weekends)	Sunday, January 9
Last Day to Register or Add Classes	Friday, January 14
Last Day to Withdraw	Friday, February 18
Final Exam Week	Monday-Saturday, March 14-19
Grades are Due	Monday, March 21

Spring Term 2022

Priority Registration Begins	Monday, February 13
Classes Begin	Monday, March 28
Last Day to Drop	Friday, April 3
Last Day to Register or Add Classes	Friday, April 8
Last Day to Withdraw	Friday, May 13
Final Exam Week	Monday-Saturday, June 4-10
Grades are Due	Monday, June 13

Roles & Responsibilities

Dual Credit	Sponsored Dual Credit
<p>High School Instructor</p> <ul style="list-style-type: none"> • Provide high quality college courses that align with UCC courses and outcomes. • Provide information and forms to students for the UCC Dual Credit program. • Assist students with the admissions registration processes according to the deadlines outlined on the UCC calendar. • Submit grades in Employee Self-Service according to the deadlines on the UCC calendar. • Ensure course syllabus is up-to-date and on file using the UCC syllabus format. • Meet on an annual basis with UCC department personnel. • Provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students. 	<p>High School Instructor</p> <ul style="list-style-type: none"> • Provide high quality college courses that align with UCC courses and outcomes. • Provide information and forms to students for the UCC Dual Credit program. • Assist students with the admissions registration processes according to the deadlines outlined on the UCC calendar. • Submit grades in Employee Self-Service according to the deadlines on the UCC calendar. • Ensure course syllabus is up-to-date and on file using the UCC syllabus format. • Participate in Professional Learning Communities with UCC mentoring faculty that are scheduled at least once per college term or once per HS semester. • Utilize course assessments as required by UCC faculty member. • Provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
<p>Umpqua Community College Faculty</p> <ul style="list-style-type: none"> • Provide curriculum and assessment guidance. • Lead annual meetings between high school instructors. • Complete an annual observation, workshop and/or assessment of the high school class to verify alignment of course outcomes, pedagogy, and methodologies. 	<p>Umpqua Community College Faculty</p> <ul style="list-style-type: none"> • Mentor HS instructor in all areas of delivering the course. • Provide curriculum guidance. • Lead PLCs with high school instructors. • Guide SDC instructors on assessment requirements and provide a continuous feedback loop. • Review syllabi to ensure compliance. • Complete an annual observation, workshop and/or assessment of the high school class to verify alignment of course outcomes, pedagogy, and methodologies.
<p>College Transitions Office</p> <ul style="list-style-type: none"> • Provide resources for registering students and reporting grades. • Assist students and instructors with access to their Banner accounts. • Facilitate annual meetings between high school instructors and departments. • Create, maintain, and make available copies of articulation agreements. 	<p>College Transitions Office</p> <ul style="list-style-type: none"> • Provide resources for registering students and reporting grades. • Assist students and instructors with access to their Banner accounts. • Facilitate PLCs between high school instructors and departments. • Create, maintain, and make available copies of articulation agreements.

Instructor Approval Process

All documents noted in the following steps are in the Appendices.

1. Instructor can apply for Dual Credit approval or Sponsored Dual Credit Approval.
2. Submit applicable Instructor Approval Request along with UCC employment application or resume and transcripts to the College Transitions Office.
 - a. Application/resume and transcripts are reviewed by departmental staff
 - b. Instructor will be approved, not approved, or not approved with recommendations for provisional approval. Provisional approval allows an instructor to teach UCC classes for a specified length of time while working towards their educational goals. Instructors requesting provisional approval must have begun graduate work towards meeting the required education.
 - c. SDC instructors must have a TSPC credential/endorsement in content-specific area and two years of teaching experience at the high school level within that content area.
3. Instructors at HS and CC meet to work out the articulated course learning outcomes.
 - a. UCC Dual Credit Course Articulation Agreement is agreed upon and signed by the respective parties at each institution
 - b. Submit Agreement to the College Transitions Office.
 - c. Sponsored Dual Credit Instructors are required to participate in ongoing Professional Learning Communities every college term or high school semester.
4. Create a HS course syllabus based on UCC syllabus template and course outline. Submit it to the College Transitions Office.
5. The College Transitions Office will process all documentation and will notify the instructor of course approval.

Please Note: Requests for articulation may occur throughout the year however; documents must be received at least one term (10 weeks) prior to the course being offered

Course Approval Process

Dual credit course offerings vary; however, any course articulated with Umpqua Community College must be a course that is in the current [UCC course catalog](#). The Dual Credit course must include the same name and course description as the UCC counterpart, as well as cover the same student learner outcomes, content and expectations. This will be evident in the course syllabus provided by the HS instructor. Individual departments/divisions at UCC approved dual credit courses with the final approval of the Provost.

The College Transitions Office will provide specific course requirements and syllabi templates to high schools prior to application for Dual Credit approval upon request. Please see Appendix 2 for required elements of the syllabus.

- After review of specific course outcomes and the UCC syllabus, instructors must complete the Course Articulation Agreement and submit with their current course syllabus to the College Transitions Office. The HS instructor will submit an updated syllabus every year.
- UCC departments/divisions will review submitted syllabi to determine if the high school course meets the same standards and content and reflects the pedagogical, theoretical and philosophical orientation of the on-campus course.
- UCC will ensure timely communication of approval status to HS instructor

- Once the College has approved the course **AND** the College has approved the instructor to teach that class, instructors and the high school will receive a copy of the completed Course Articulation Agreement.

Textbooks

- Instructors are encouraged to use the same textbook as the on-campus class. However, recognizing school district budgetary issues and textbook costs, it is not required for all courses. Prior approval by faculty chair in writing (email is acceptable) must be confirmed for textbook substitutions. See Appendix 9 for a list of faculty chairs and their contact information.
- The UCC Bookstore, 541-440-4664, will facilitate textbook purchases and rentals.

Course Prerequisites

- Students enrolled in a series course (such as CH 101, 102 and 103) must pass each course with a minimum grade of C prior to enrolling in a subsequent level. (If the student does not maintain the minimum grade for college credit, they may remain in the class for HS credit). Selected courses may require students to take the UCC placement exams or measures **and** meet minimum score requirements (e.g. English Composition and Mathematics) prior to registration.

Once the Instructor and Course Have Been Approved

1. The College Transitions office will ensure instructors have a current Dual Credit Manual.
2. Register students for the course at UCC for the same UCC term in which they will receive a grade. For example, if a student begins a course in fall at the high school, but will not receive a grade until January, register the student for winter term.
3. Every dual credit course has an assigned unique Course Registration Number (CRN) and the instructor uses it to register students.
4. Students can register according to the dates in the UCC Academic Calendar.
5. The College Transition staff are happy to come out and help with student admissions and registration.

Online Opportunities

UCC provides Canvas (LMS) training for instructors wishing to utilize this learning management system used by UCC students and staff. Contact the College Transitions Office (541-440-7709) for more information.

Observation & Assessment

In order to verify that the Dual Credit course meets the same quality of standards as the on campus course, a UCC instructor or the dean will observe and evaluate it at least every other year.

Articulation Meetings

- Dual Credit high school instructors and UCC faculty meet together once per year for an articulation meeting.

- SDC instructors are required to attend Professional Learning Communities with a UCC Faculty member
- The College Transitions Office will collect the HS and UCC course syllabi prior to the term that the HS is offering the course.

Instructors who do not attend articulation meetings must arrange with the department faculty to discuss any changes to articulated course content or textbooks. Instructors repeatedly missing the articulation meetings are at risk of losing Dual Credit approval.

A Note on Student Evaluations

The Oregon Standards added Dual Credit Standard E1 in 2014. This standard requires that students complete end-of-term evaluations for dual credit courses. These are “intended to influence program improvement rather than instructor evaluation.” UCC is currently revising its standard evaluation and implementing a new online evaluation system, so more information will be forthcoming about how you will implement this standard in your classroom.

Instructor Non-Compliance

High School Dual Credit faculty are expected to meet UCC’s standards such as:

- Attend scheduled articulation meetings
- Maintain a current course syllabus
- Submit grades by required deadlines
- Respond to requests from UCC faculty on course updates

If the high school dual credit instructor fails to comply with requirements, the following steps will be taken:

- The high school instructor will be contacted by UCC’s College Transitions office to review specific concerns and dismissal implications.
- A plan of action with timeframe will be put in place with the high school instructor and UCC staff. If needed, a high school administrator will be included in the development of the action plan.
- UCC’s office will follow-up with the action plan to confirm that the issues have been resolved.
- If the above steps do not resolve the identified concerns within the agreed upon time frame (one academic quarter) the following steps will be taken.
 - The high school instructor’s course articulation will be suspended until the issue is resolved.
 - Future course articulation may be denied if identified concerns are not addressed and resolved.

Employee Self Service Login: Linking to UCC

UCC assigns each Dual Credit Instructor a Banner ID number. Please log into Banner as soon as possible to become familiar with the system. **If you do not know or forget your Banner ID call the College Transitions Office at 541-440-7709.**

To login to your account:

1. Go to <http://www.umpqua.edu>
2. Click on the link, [Student & Employee Self Service](#)
3. The first time you log in you will get a message that your PIN has expired.
4. Re-enter your expired PIN (your DOB in MMDDYY format); enter a new PIN (8-digits is recommended), and set up a security question and answer.

5. Instructors can find class rosters under the Faculty and Advisors tab based on the CRN.

CRN (Course Registration Number)

Like every UCC course, there is a CRN assigned to every Dual Credit Course. CRNs are created for the term in which a student receives a grade. (E.g. Semester classes ending January =UCC winter term). **CRNs change every term.**

- To find your own CRNs, log onto Employee Self Service, click on “Faculty/Advisor” tab, and select Faculty Detail Schedule. Select the term and course selection.
- You may also contact the College Transitions Office.

Grading

Each Dual Credit instructor will enter their grades electronically through the Employee Self Service website and according to grading deadlines.

Here are the steps to enter grades for your course:

- Go to <http://www.umpqua.edu>. Select the link, [Student & Employee Self Service](#)
- Click on Faculty & Advisors
- Click on final grades
- Click on correct term (ex. Fall 2020)
- CRN should appear on the pull down menu
- Grade list will appear; in the GRADE column enter the appropriate grade.
- Registered students receive an A-F grade. Every student on your UCC roster must receive a grade.
- Grades do not have to be entered all at once, however all students must be graded by the cut-off date, usually the Monday after finals week. *Click SUBMIT often while posting grades. The session will time out without action and changes will be lost.*
- After the grades are processed and you notice an error, you will need to call the College Transitions Office at 541-440-7709 for assistance.
- All changes must be justified in writing with student name, Banner ID, term, CRN and grade.

Dual Credit instructors who are not able to submit grades online by the deadline must submit an official Supplemental Grade Report (SGR) for each student registered in their class. Request an SGR from the College Transitions Office. Grades not submitted by the end of the academic year may become F grades.

Students who earn D’s or F’s may be placed onto academic probation prior to entry to UCC. This is not ideal, so it is the responsibility of the student to drop or withdraw from the class by the stated deadline if they do not want the grade. Instructors should remind students of approaching deadlines.

Information to Share with Students

Beginning of Course

- What is Dual Credit and the benefits of earning college credit in high school.

- Their grade will be reflected on their official UCC transcript, unless the student formally requests to drop the course. If a student withdraws from the course, a “W” will appear on their transcript.
- UCC Academic Calendar: this lists dates of when students need to apply for admissions, register for classes, drop, or withdraw from a Dual Credit class.
- Ensure all students have been admitted to UCC and registered for the class.
- What is Student Self Service, and how to log-in.
- Provide a copy of the course syllabus within the first week of class to inform students of the status of the class as a Dual Credit offering through UCC. We recommend that Dual Credit instructors regularly remind students that they are earning college credit as a part of their class.
- **Impact on Future Federal Financial Aid through Satisfactory Academic Progress (UCC’s policy):**
 - *GPA*
 - *Need to have a 2.0 GPA or greater*
 - *Students receiving an F or W on their transcript may have to go through UCC’s Appeal process upon entrance as a first-time freshman.*
 - *PACE*
 - *Completion requirement earned/attempted must = 67%*
 - *Students who do not receive passing grades or receive a ‘W’ for withdrawing from a course are affected by PACE as their completion rate is affected. (Ex. Getting a “W” in WR 121, starts out college with 3 attempted 0 earned for 0% PACE of completion)*
 - *Maximum Credit Requirement*
 - *Must complete degree within 150% of required credits. (Ex. 90 credit Associate degree must be completed within 135 credits)*
 - *Students are typically not affected by this until the end of their degree. They can reach maximum credits for a degree if they took courses in high school that do not apply to their chosen college major or change their major several times in college.*
 - *It is best to take transferable courses as opposed to many technical courses if the student plans to transfer to university (only 12 credits of technical courses will transfer to a 4-year university).*

PLEASE NOTE! UCC will not be able to "retroactively" give credit for articulated courses if a student decides later that they should have taken advantage of this credit. Since student plans change and college transfer policies are sometimes flexible, students should be strongly encouraged to register for the credit, as the opportunity is available to them now.

Midway through the Course

- Students who registered to receive UCC credit for their high school class have the option of dropping or withdrawing from the course according to the dates listed on the current UCC Academic Calendar.
- The instructor should review class roster(s) to assess and communicate with students who are not doing well. Encourage students to either focus on steps to successfully pass or withdraw from the course. All dual credit students are welcome to utilize tutoring at the Success Center in the UCC Campus Library. There are also online tutoring resources available to dual credit students through the [UCC library](#).

PLEASE NOTE! UCC will not be able to drop or withdraw a student from the class they are registered in after the deadline listed in the UCC Academic Calendar. The student will be responsible for whatever grade they earn if no formal request has been made.

Student Dual Credit Admission and Registration Processes

Students must apply for admission to UCC as a dual credit student prior to registering for the course. Once students are admitted, they are issued a Banner ID (student identification number). Admission to the College is generally applied for during the course of the high school class with instructor assistance. The College Transitions staff are always available to assist as well! Students can apply [online](#) or by filling out a [paper application](#) and submitting it to the College Transitions Office. Re-admission is necessary if students have not taken a UCC course for over a year. There is no fee for admission.

Applying for Admission Online

- 1) Go to [Getting Started](#) at Umpqua.edu
- 2) Select "Apply online"
- 3) You will be prompted to create a temporary Login and PIN.
- 4) From the Application Type menu, select Dual Credit.
- 5) From the pull down menu, select the term in which you will register for classes. Fill out Application. The application is complete when all categories have a check mark.
- 6) You will receive a student ID by email.

Registration

Students can register using their Student Self Service account during the online registration period for each term or by filling out a paper Schedule Change form and submitting it to the College Transitions Office before the deadline. Students must register each UCC term for the classes in which they wish to earn credit.

Note: *A hold on a student's account will prevent registration access.*

Online Registration Instructions

You may only add a class online up until the Sunday before the term starts.

- 1) Go to Student Self-Service at Umpqua.edu
- 2) Type in your Banner ID and PIN. (Initially, 6 digit birthdate, MMDDYY)
- 3) Click on Student.
- 4) Click on Registration
- 5) Click on Add/Drop Classes
- 6) Select correct term from drop down menu
- 7) Enter the CRN# provided by the instructor in one of the boxes.
- 8) Click on Submit Changes. Be sure that you see that you are registered for the correct class. If you have any issues, contact the College Transitions Office.

To withdraw from a Dual Credit Class

Students can withdraw from a course any time before the end of the 7th week of the term and receive a W grade. A W grade remains on the transcripts and can affect future financial aid.

- 1) Print a [Registration Change Form](#) (available in the appendices)
- 2) Fill out with name, UCC student ID number, term/year, and course information
- 3) Both the instructor and student must sign all withdrawals

- 4) Submit form to the College Transitions Office

Checking Student Status and Schedule

- 1) Go to Umpqua.edu
- 2) Click on Student Self Service
- 3) Type in your Banner ID and PIN Click on Login
- 4) Select Student
- 5) Select Registration then select Registration Status

Update personal information

- 1) Go to Umpqua.edu
- 2) Click on Resources and Services
- 3) Click on Student Forms and Publications
- 4) Go to Admissions/Records/Registration Forms
- 5) Click on [Student Record Change Form](#)
- 6) Submit to College Transitions.

FERPA statement

FERPA stands for the Family Educational Rights and Privacy Act. FERPA is a Federal law that protects the privacy of the student's' educational records. Under FERPA, Umpqua cannot release to anyone other than the student:

- Financial records (accounts, financial aid, etc.)
- Grades and GPA information
- Class schedules, times, locations
- Personally identifying information such as Student ID numbers, Social Security numbers, and birth dates

Students may set up a student information release by filling out a [Release of Information](#) and submitting to the College Transitions, so parents may call or come in to ask about certain types of protected information to help them. However, as a high school instructor, you may discuss grades in your class with the student and their parents.

Transcription of Dual Credit Courses

All students registered for Dual Credit classes will receive a grade on a transcript from Umpqua Community College and may be transferred to other academic institutions. It is the responsibility of the student to check with the institution to ensure transferability of dual credit courses. Students may view their UCC transcripts online as soon as the class is graded. Students must verify that all their Dual Credit grades have been posted by looking at their UCC free unofficial transcript before they request an [official transcript](#).

To Help a Student Verify UCC Transcript or Request Printed Transcript:

- Go to Umpqua.edu, Click on Student Self Service
 - Type in your Banner ID and PIN Click on Login
 - Click on Student Records
 - Click on Academic Transcript
 - Choose the type of transcript you wish to view and click Submit
- Note: Holds on student's accounts will prevent delivery of official transcripts.

APPENDICES

APPENDIX 1: Requirements for Instructional Approval

Dual Credit

Career Technical Courses:

The minimum requirement is an Associates of Applied Science in the field of study and 3 years of work experience. Some fields of study will require additional education, experience, and/or certification (contact College Transitions Office for more information). The content areas and course prefixes include:

Industrial Technology (APR, CST, DRF, ENGR, MFG, WLD)

Business (BA)

Child and Family Education (ECE, HDFS)

Computer Information Technology (CIS)

Culinary Arts (CA)

Health Careers (NUR, DA, EMT, FS)

Academic Transfer Classes:

In general, the requirement for UCC faculty is:

- Master's degree in the field of primary teaching assignment
- Master's degree with 18 credit hours in the field of primary teaching
- Master's degree with nine undergraduate credits and 12 graduate credits in field of primary teaching

Some requirements vary among UCC departments

Sponsored Dual Credit

The minimum requirements to be eligible to teach sponsored dual credit include:

- TSPC Credential/endorsement in content-specific area
- At least two years teaching experience at the high school level within that content area
- Required to attend Professional Learning Communities with a UCC Faculty member
 - In order to facilitate the PLC, the CC faculty member must meet the minimum instructor requirements to teach at the college.

Appendix 2: Syllabus Template

Umpqua Community College

Syllabus

Course Name and CRN

Term and Year

INSTRUCTOR INFORMATION

Instructor:

Email:

Phone Number:

Office Location/Hours

Communication Response Time:

COURSE INFORMATION

Credits:

Course Location:

Course Meeting Times:

Prerequisites/Co-requisites:

Course Materials/Textbooks:

First Class Meeting Date

Drop for Non-Attendance: Students who do not attend the first class meeting of the term may be dropped by the instructor. Contact the instructor if you will miss the first meeting (2018-2019 Course Catalog, pg. 14).

COURSE DESCRIPTION

COURSE OUTCOMES

Students who successfully complete this course will:

- 1.
- 2.
- 3.

TECHNICAL SKILLS

Required Technical Skills:

Technical Assistance:

UCC Online: ucconline@umpqua.edu or 541-440-7685

UCC Help Desk: helpdesk@umpqua.edu or 541-440-7808

GRADING SCALE AND LATE WORK POLICY

Grading Scale:

Late Work Policy:

COURSE SPECIFICS:

COLLEGE POLICIES AND RESOURCES

Academic Integrity

Umpqua Community College is committed to providing students with a quality education that upholds high academic standards; the academic integrity of each student is valued. Academic integrity means academic honesty or the ethical adherence to guidelines set by individual instructors and the college. The academic integrity of each student is crucial not only to that individual student's quality of education but to the academic reputation of UCC as a whole. Academic dishonesty jeopardizes individual students and the educational mission of UCC. Therefore, UCC has a zero tolerance policy regarding all forms of academic dishonesty. For more information regarding possible violations, penalties, and procedures, see UCC Student Code of Conduct 721.4 Academic Integrity: <http://umpqua.edu/student-code-of-conduct?showall=&start=5>

Non-Discrimination Statement

It is the policy of Umpqua Community College that there will be no discrimination or harassment on the grounds of sex, race, color, marital status, sexual orientation, religion, national origin, age, or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity, nondiscrimination, or Title IX issues should contact the Dean of Student Services at 541-440-7860. Additional information can be found on the UCC website: <http://umpqua.edu/equal-opportunity>, <http://umpqua.edu/non-discrimination>, and <http://umpqua.edu/title-ix>,

Accessibility Statement

UCC is committed to supporting all students. Any student who feels he or she may need an accommodation for any type of disability should make contact with the Accessibility Services Office in the LaVerne Murphy Campus Center. If you plan to use academic accommodations for this course, please contact your instructor and our office as soon as possible to discuss your needs. Accommodations are not retroactive; they begin when the instructor receives the "Approved Academic Accommodations" letter sent by email. To request academic accommodations for a disability, please contact Danielle Haskett, Accessibility Service Coordinator. Phone (541) 440-7655 or (541) 440-7900 or Oregon Relay 1-800-735-2900 or by email danielle.haskett@umpqua.edu. Additional information can be found on the UCC website: <http://umpqua.edu/accessibility-services> (Links to an external site.)

Canvas ADA Compliance Statement

Canvas conforms with the W3C's Web Accessibility Initiative Web Content Accessibility Guidelines (WAI WCAG) 2.0 AA and Section 508 guidelines.

Student Resources

Visit the E-Learning Resources Quick Links page for information on advising, tutoring, registration, consumer information, student code of conduct, and other helpful information: <http://umpqua.edu/ucconline-elearning-resources>.

SCHEDULE OF ASSIGNMENTS



College Transitions
Umpqua Community College
PO Box 967
Roseburg, OR 97470
Ph. (541)440-7709

New Sponsored Dual Credit Instructor Approval Request

First and Last Name

Date of Birth

High School Name

Social Security # (for IT access)

address Home

Home Phone

Work Phone

Work Email Address

Indicate what course(s) you would like to be approved to teach.

UCC Course Number/Name

High School Course Name

Attach a copy of a UCC Employment Application or resume, transcripts (unofficial are fine), and any other documentation that pertains (subject area relevant conferences, instructor in-service certificates, Native-speaker experience, TSPC Certification, or other content-specific qualifications/trainings that would help UCC faculty evaluate your request for approval).

If you have any questions, please contact Keeley Eldredge, College Transitions at 541-440-7709.

Return this request with attachments to Keeley.eldredge@umpqua.edu.



**College Transitions Office
Sponsored Dual Credit Course Articulation
Agreement**

This agreement provides an opportunity for high school students to receive college credit from Umpqua Community College through completion of high school courses that have been found to be equivalent to the corresponding UCC course. All parties involved in this agreement agree to adhere to the Oregon Sponsored Dual Credit Standards.

High School students must be admitted to UCC and officially registered in courses administered through the Sponsored Dual Credit program. Students will earn the same grade in the college course as they earned in the high school course. Course credit will be posted to the individual student's transcript at UCC.

This agreement is specific to the instructor indicated. Instructors must meet the college requirements for instruction and be approved prior to articulating a Sponsored Dual Credit course.

Each course approved will be listed on the Approved Course form. The college must approve any changes in HS courses that affect content, outcomes, assessment or other key elements of instruction as outlined in the UCC Course Outline. Changes to the course outline will be communicated to the HS instructor in a timely manner.

This agreement may be amended or terminated at the discretion of either party for cause (such as the event that any elements of the agreement described below are not being met) with written notification in a timely manner.

Sponsored Dual Credit allows a high school the opportunity to work closely with a college or university to offer dual credit courses even though the high school may not have teachers who meet the qualifications for teaching the college courses.

Sponsored Dual Credit is defined in the Oregon Dual Credit Standards as a course that is:
Offered as part of the high school program,

- a. Taught by a high school teacher in partnership with a sponsoring college/university faculty member who meets the qualifications to teach the course for the college/university, and
- b. Sufficiently similar to the college/university course to enable the student to be described as "taking the course from the college or university." Sponsored Dual Credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university. (Credit may also be granted by the high school toward graduation requirements, as appropriate.)

UCC has adopted the following expectations in regards to Sponsored Dual Credit:

- a. Where departmental or outside resources are available. UCC may invite and arrange for a sponsoring faculty member for sponsored dual credit partnerships. The number of approved sponsorships will be limited to faculty capacity and availability.
- b. The sponsoring UCC faculty member will have the qualifications and experience to provide appropriate leadership and oversight, and is committed to connecting, communicating and collaborating with the high school teachers and other faculty in the partnership.
- c. The College Transitions Office at UCC will help facilitate and support the Sponsored Dual Credit partnership(s).

The high school teacher will:

Take Initiative to Learn Curriculum:

- a. Work with the UCC sponsoring faculty member to develop and approved syllabus that is one file with the College Transitions Office. High School students in the course are provided the syllabus.
- b. Take initiative in discussing and asking questions about the curriculum with the sponsoring UCC faculty member.
- c. Utilize the training materials and curricular resources provided by the sponsoring UCC faculty member.

Make time for Regular Interaction:

- a. Have regular collegial interaction, at least once per term, with the UCC sponsoring faculty member.
- b. Documents interactions and provides this data to College Transitions by email.

Teach and Support Students in Teaching Partnership:

- a. Act as the main point of contact for students; facilitate student learning and progression in the UCC course curriculum.
- b. Collaborate with the sponsoring UCC faculty member in regards to student learning, progression and grades in the course.
- c. Assist students with Sponsored Dual Credit registration process and deadlines, Ensure that students are aware of UCC drop and withdraw deadlines.
- d. Encourage students to fill out end of course evaluation.

As the high school administrative officer, the Principal warrants that all aspects of the high school commitments will be met, and approves the terms of articulation of the above courses for credit at their institution.

High School Principal (print)

Signature

Date

The sponsoring UCC faculty member will:

Provide Resources:

- a. Provide the high school teacher with the essential academic resources comparable to other UCC campus sections of the course.
- b. Provide grading and assessment tools to the high school teachers as appropriate.

Make time for Regular Interaction:

- a. Meet the high school teacher at least once per term and have regular collegial interaction with the high school teacher.
- b. Visits high school classroom at least once per year.
- c. Documents collegial interaction and provides this date to College Transitions by email.

Provide Training:

- a. Exercise a major role in the design, approval, and implementation of the teaching partnership.
- b. Works with the high school teacher to develop a syllabus that is also on file with the UCC College Transitions Office.
- c. On an ongoing basis, provides high school teacher orientation and training in the college's course learning outcomes and assessment criteria/expectations, and strategies for curriculum/pedagogy.
- d. Provides feedback for continuous improvement to ensure that student learning outcomes, course content, and assessment are consistent with the UCC course.

Division Dean (print)

Signature

Date

As the chief academic officer, the Provost warrants that all aspects of UCC's commitments will be met, and approves the awarding of credit under these terms.

Provost (print)

Signature

Date



New Dual Credit Instructor Approval Request

First and Last Name

Date of Birth

High School Name

Social Security # (for IT access)

Home address

Home Phone

Work Phone

Work Email Address

Indicate what course(s) you would like to be approved to teach.

UCC Course Number/Name

High School Course Name

Attach a copy of a UCC Employment Application or resume, transcripts (unofficial are fine), and any other documentation that pertains (subject area relevant conferences, instructor in-service certificates, Native-speaker experience, TSPC Certification, or other content-specific qualifications/trainings that would help UCC faculty evaluate your request for approval).

If you have any questions, please contact Keeley Eldredge, College Transitions Specialist at 541-440-7709.

Return this request with attachments to Keeley.eldredge@umpqua.edu.



Dual Credit Articulation Agreement

This agreement provides an opportunity for high school students to receive college credit from Umpqua Community College through completion of high school courses that have been found to be equivalent to the corresponding UCC course. All parties involved in this agreement agree to adhere to the Oregon Dual Credit Standards.

- High School students must be admitted to UCC and officially registered in courses administered through the Dual Credit program. Students will earn the same grade in the college course as they earned in the high school course. Course credit will be posted to the individual student's transcript at UCC.
- This agreement is specific to the instructor indicated. Instructors must meet the college requirements for instruction and be approved prior to articulating a Dual Credit course.
- Each course approved will be listed on the Approved Course form. The college must approve any changes in HS courses that affect content, outcomes, assessment or other key elements of instruction as outlined in the UCC Course Outline. Changes to the course outline will be communicated to the HS instructor in a timely manner.

This agreement may be amended or terminated at the discretion of either party for cause (such as the event that any elements of the agreement described below are not being met) with written notification in a timely manner.

Faculty representatives from both institutions agree to:

1. Evaluate the process and materials on an ongoing basis to ensure that UCC courses administered through Dual Credit program reflect the pedagogical, theoretical and philosophical orientation of UCC's sponsoring academic department, that Dual Credit students are assessed using similar methods as their on-campus counterparts, and that Dual Credit students are held to the same standards of achievement as those expected of students in on-campus sections.
2. Engage in continuing collegial interaction, including (but not limited to) professional development, workshops, site visits, and ongoing communication with the departmental faculty and Dual Credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.

The high school agrees to:

1. Provide an instructor, at no cost to the college, to teach the college course in alignment with the on-campus sections.
2. Provide classroom facilities, equipment, and instructional materials in alignment with the on-campus sections.
3. Facilitate student admission and registration to UCC in accordance with the college standards and practices for enrollment, observing timelines and deadlines detailed in annually updated Dual Credit publications.
4. Ensure that course content and minimum requirements are met in accordance with state laws and UCC policies and procedures.

5. Ensure course grades are submitted according to the procedures and timelines outlined by the UCC Office of the Registrar.
6. Follow UCC policies and procedures as outlined in the Dual Credit Program Manual including holding students to the same standard of achievement as those expected of students in on-campus sections.
7. Provide appropriate documentation for college review and approval regarding course content and instructor qualifications including a copy of the current course syllabus to the College Transitions Office.
8. Ensure students receiving credit through this articulation agreement follow the guidelines in the Dual Credit Student Handbook.
9. Provide academic accommodations to Dual Credit students with special needs.

As the high school administrative officer, the Principal warrants that all aspects of the high school commitments will be met, and approves the terms of articulation of the above courses for credit at their institution.

_____ Signature _____ Date _____
 High School Principal (print)

Umpqua Community College agrees to:

1. Review and give approval to the high school instructor, curriculum, assessment materials, etc
2. Provide course information including a copy of the course outline, syllabus, assessments and textbook information to the Dual Credit teacher in a timely manner.
3. Provide the high school instructor with training and orientation in course curriculum, assessment criteria, course philosophy, and Dual Credit administrative requirements before full approval to teach a Dual Credit course.
4. Provide opportunities for instructors teaching Dual Credit sections to participate in continuing collegial interaction, through professional development, workshops, site visits, and ongoing communication with the UCC faculty and Dual Credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
5. Ensure every section of a course offered through Dual Credit is regularly reviewed by faculty from that discipline and Dual Credit staff to assure that grading standards meet those in on-campus sections.
6. Grant credit to students for completion of an articulated course and to provide program information to the high school and student related to the course at no charge.

The Division Dean agrees to the above, and additionally warrants that the high school instructor meets UCC's instructor qualifications. Instructor approval forms are kept on file in the UCC College Transitions Office.

_____ Signature _____ Date _____
 Division Dean (print)

As the chief academic officer the Vice President of Instruction warrants that all aspects of UCC's commitments will be met, and approves the awarding of credit under these terms.

_____ Signature _____ Date _____
 Provost (print)

Appendix 6
Division Deans and Faculty Contacts by Department

2020-2021 Dual Credit Faculty Liaisons by Division & Subject:		
Division & Subject	Chair/Contact Person	Contact Information
Business	Toni Clough	Toni.Clough@umpqua.edu
Applied Science and Technology	Clay Baumgartner	Clay.Baumgartner@umpqua.edu
Nursing and Allied Health	April Myler	April.Myler@umpqua.edu
Humanities	Tafea Polamalu	Tafea.polamalu@umpqua.edu
Mathematics and Science	Dee Winn	Dee.Winn@umpqua.edu
Social Science	Crystal Sullivan	Crystal.Sullivan@umpqua.edu
Fine and Performing Arts	Susan Rochester	Susan.Rochester@umpqua.edu
Public Safety	James Forbush	James.forbush@umpqua.edu

Appendix 7: Revised Oregon Dual Credit Program Standards (adopted 2014)

Curriculum	
Curriculum 1 (C1)	(C1) - College or university courses administered through a Dual Credit Program are catalogued courses and approved through the regular course approval process of the sponsoring college or university. These courses have the same departmental designation, number, title, and credits as their college counterparts, and they adhere to the same course descriptions.
Curriculum 2 (C2)	(C2) - College or university courses administered through a Dual Credit Program are recorded on the official academic record for students at the sponsoring college or university.
Curriculum 3 (C3)	(C3) - College or university courses administered through a Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the college's or university's sponsoring academic departments.
Faculty	
Faculty 1 (F1)	(F1) - Instructors teaching college or university courses through Dual Credit meet the academic requirements for faculty and instructors teaching in the college or university.
Faculty 2 (F2)	(F2) - The college or university provides high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and Dual Credit administrative requirements as part of certifying the instructors to teach the college or university courses.
Faculty 3 (F3)	(F3) - Instructors teaching Dual Credit sections are part of a continuing collegial interaction through professional development, seminars, site visits, and ongoing communication with the college's or university's faculty and Dual Credit administrators. This interaction must occur at least annually and address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	(F4) – Dual Credit Program policies address instructor non-compliance with the college's or university's expectations for courses offered through the Dual Credit Program (for example, non-participation in Dual Credit Program training and/or activities).
Student	
Student 1 (S1)	(S1) - The college or university officially registers or admits Dual Credit Program students as degree-seeking, non-degree seeking, or non-matriculated students of the college or university and records courses

	administered through a Dual Credit Program on official sponsoring college or university transcripts.
Student 2 (S2)	(S2) - Colleges or universities outline specific course requirements and prerequisites for students.
Student 3 (S3)	(S3) - High school students are provided with a student guide that outlines students' rights and responsibilities as well as providing guidelines for the transfer of credit.
Assessment	
Assessment 1 (A1)	(A1) - Dual credit students are held to comparable standards of achievement as those expected of students in on-campus sections.
Assessment 2 (A2)	(A2) - The college or university ensures that Dual Credit Program students are held to comparable grading standards as those expected of students in on-campus sections.
Assessment 3 (A3)	(A3) - Dual Credit students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Evaluation	
Evaluation 1 (E1)	(E1) - The college or university conducts an end-of-term student course evaluation for courses offered through the Dual Credit Program. The course evaluation is intended to influence program improvement rather than instructor evaluation. Names (of the instructor or students) should not be included in the evaluation report.

A NOTE ON PROGRAM EVALUATION

The Dual Credit Program Renewal Process does not include data analysis on student outcomes. However, in accordance with ORS 340.310 it is expected that regular program assessment will be conducted at the system level (the Oregon Higher Education Coordinating Commission) and will compare Dual Credit students and their non-Dual Credit peers with respect to subsequent academic performance and persistence to goal. Focused system-level research will also be used to examine specific questions or trends that emerge from the full study, with the aim of identifying successful practices.

Appendix 8: Sponsored Dual Credit Standards

Curriculum	
C1	College or university courses administered through a Sponsored Dual Credit Program are catalogued courses and approved through the regular course approval process of the sponsoring college and/or university. These courses have the same departmental designation, number, title, and credits as their college counterparts, and they adhere to the same course descriptions and student learning outcomes
C2	College or university courses administered through a Sponsored Dual Credit Program are administered in a manner that is consistent with like courses at the sponsoring college or university and recorded similarly on the official academic record for the sponsoring college or university.
C3	College or university courses administered through a Sponsored Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college's or university's academic departments.
C4	The syllabi for college or university courses administered through a Sponsored Dual Credit Program are consistent with the syllabi from the sponsoring college or university and include clearly defined learning outcomes and student expectations. Syllabi are reviewed and approved by the academic faculty in the partnership from the sponsoring college or university department/program where the credit will be awarded.
C5	Credits for college or university courses administered through a Sponsored Dual Credit Program are awarded based on documented student achievement consistent with the student learning outcomes and course content.
Faculty	
F1	High School teachers teaching college or university courses as part of a Sponsored Dual Credit Program are approved and authorized by the sponsoring college or university in accordance with its institutional policies, procedures and practices.
F2	Teaching partnerships within Sponsored Dual Credit Programs demonstrate that the aggregate of the teaching roles within the partnership provides appropriate expertise in the content or professional area, and performs the duties, responsibilities and functions of traditional faculty, based upon clearly stated criteria, qualifications, and procedures. Sponsoring faculty members have clearly defined authority and responsibility and exercise a major role in the design, approval, and implementation of the teaching partnerships.

F3	High school teachers teaching college or university courses in a Sponsored Dual Credit Program have access to essential academic resources comparable to those used in other sections of the same courses offered by the sponsoring college or university as deemed appropriate by faculty in the department/program where credit will be awarded.
F4	The college or university provides high school teachers in Sponsored Dual Credit Programs with training and orientation in course curriculum, assessment criteria, course philosophy, and Sponsored Dual Credit administrative requirements before authorizing them to teach the college or university courses.
F5	<p>The sponsoring college or university has a well documented process for regular, ongoing, and substantive interaction between high school teachers and college or university faculty in Sponsored Dual Credit Programs to address student learning outcomes, course content, delivery, and assessment to maintain consistency across course sections offered by the college or university. This interaction occurs at least once a quarter/semester*.</p> <p>*College or university faculty partners may determine that more interactions are appropriate, based on the high school teacher's level of expertise, teaching experience, and experience working in Sponsored Dual Credit Programs. However, in all cases, the interaction must occur at least once a quarter/semester.</p>
F6	High school teachers teaching college or university classes as part of a Sponsored Dual Credit Program receive feedback for continuous improvement to ensure that student learning outcomes, course content, and assessment are consistent with the sponsoring college's or university's course, including annual teaching observations by appropriate sponsoring college or university personnel, as determined by institutional policies, procedures and practices, for at least three years, and thereafter following institutional practice.
F7	Sponsored Dual Credit Program policies at each sponsoring college or university address teacher non-compliance with the college's or university's expectations for courses offered through Sponsored Dual Credit Programs (for example, non-participation in Sponsored Dual Credit Program training and/or activities). Such policies clearly define the impact of non-compliance, including the effect on awarding college or university credit.

Students	
S1	The sponsoring college or university officially registers or admits Sponsored Dual Credit Program students as degree-seeking, non-degree seeking, or non-matriculated students of the college or university and records courses administered through a Sponsored Dual Credit Program on official sponsoring college or university transcripts. Registration, grading, and transcription procedures and timelines are reasonably consistent with those for other students taking the same courses from the sponsoring college or university.
S2	The sponsoring college or university outlines specific course requirements and prerequisites for students in Sponsored Dual Credit Programs.
S3	High school students in Sponsored Dual Credit Programs are provided with a student guide that outlines students' rights and responsibilities and provides guidelines for the transfer of credit.
Assessment	
A1	Sponsored Dual Credit students are held to comparable standards of achievement of student learning outcomes as those expected of students in other sections of the course offered by the sponsoring college or university.
A2	The sponsoring college or university ensures that Sponsored Dual Credit students are held to comparable grading standards as those expected of students in other sections of the course offered by the sponsoring college or university.
A3	Sponsored Dual Credit students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) to those used in other sections of the course offered by the sponsoring college or university.
Program Improvement	
E1	The sponsoring college or university conducts an end-of-term student course evaluation for courses offered through a Sponsored Dual Credit Program. The course evaluation is intended to influence program improvement rather than instructor evaluation. Names (of the instructor or students) should not be included in the evaluation.