



UMPQUA
Community College

2023-2024 Dual Credit Manual

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 local high schools and Umpqua Community College.

Students can earn:

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

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 and updated in 2019. 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 the appendix of this document, address the areas of curriculum, faculty, students, assessment, and evaluation. In addition, an annually updated student guide is available online for you to share with your learners.

The office of Early College and UCC faculty strive to facilitate strong relationships between the high schools and UCC, as well as increase opportunities for Douglas County high school students to become successful completers of post-secondary programs.

Early College Office

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

Email: HSCconnections@umpqua.edu

541-440-7709

Missy Olson, Director of Early College Initiatives

541-440-7835, Missy.Olson@umpqua.edu

Umpqua Academic Calendar 23-24

Fall Term

Classes Begin	Monday, September 25
Last Day to Add Classes through online system	Sunday, September 24
Last Day to Add Classes	Friday, October 6
Last Day to Drop (via web only on weekends)	Sunday, October 1
Last Day to Withdraw	Thursday, November 9
Final Exam Week	December 4-8
Grades Due	Monday, December 11

Winter Term

Registration Begins	Sunday, November 5
Classes Begin	Monday, January 8
Last Day to Add Classes through online system	Sunday, January 7
Last Day to Drop (via web only on weekends)	Sunday, January 14
Last Day to Register or Add Classes	Friday, January 19
Last Day to Withdraw	Friday, February 23
Final Exam Week	March 18-23
Grades are Due	Monday, March 25

Spring Term

Priority Registration Begins	Sunday, February 18
Classes Begin	Monday, April 1
Last Day to Add Classes through online system	Sunday, March 31
Last Day to Drop	Sunday, April 7
Last Day to Register or Add Classes	Friday, April 12
Last Day to Withdraw	Friday, May 17
Final Exam Week	June 10 – 14
Grades are Due	Monday, June 17

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 Canvas according to the deadlines on the UCC calendar. • Ensure course syllabus is up-to-date and on file in the Early College Office prior to teaching and 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 Canvas according to the deadlines on the UCC calendar. • Ensure course syllabus is up-to-date and on file in the Early College Office prior to teaching and 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. • Participate in annual meetings with high school instructors to ensure classes are aligned. • 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 and provide curriculum guidance for teachers served by Early College. • 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>Office of Early College</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. • Provide timelines and calendar. • Regularly communicate with instructors about key dates. • Provide information to students about how college classes transfer and how they fit within the program of study. 	

Instructor Approval Process

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

1. HS Instructor can apply for Dual Credit approval or Sponsored Dual Credit Approval.
 - a. **Dual Credit requirements (Lower Division Collegiate Courses)**
Instructor must have one of the following:
 - Master's degree in subject area
 - Master's degree in other area plus nine quarter hours of undergraduate coursework and 12 quarter hours of graduate credit in the field
 - Master's degree in other area plus 18 quarter hours of graduate credit in the field
 - b. **Dual Credit requirements (Career Technical Education)**
 - AAS Degree and five years of directly related work experience
 - Industry credential and five years of directly related work experience
 - BA/S in primary field and three years of directly related work experience
 - c. **Sponsored Dual Credit requirements**-Instructors must have a TSPC credential/endorsement and one year of teaching experience at the high school level within that content area.
2. HS instructor will submit the following to the Office of Early College:
 - a. Instructor Approval Request
 - b. UCC employment application or resume
 - c. College transcripts
 - d. Related HS course syllabus to the Office of Early College.
3. The Office of Early College will send the application packet to department staff for review. A HS instructor will be approved for dual credit or sponsored dual credit, or not approved.

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 UCC 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 finalized college credit course syllabus.

1. Approved HS instructor meets with assigned UCC faculty member to work out the articulated course learning outcomes.
2. UCC Dual Credit Course Articulation Agreement is agreed upon and signed by the respective parties at each institution and submitted to the Office of Early College.
3. HS Instructor will create a course syllabus after initial meeting based on UCC syllabus template and course outline (Appendix 2) and submit to the Office of Early College.
4. The assigned UCC faculty member 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.
5. The Office of Early College will notify the instructor of course approval and send a Course Registration Number (CRN) to the HS instructor. This number will be used by the students to register for the course. Instructors may find their own CRNs by logging into Self Service, clicking on "Faculty/Advisor" tab, and select Faculty Detail Schedule. Select the term and course selection.

Student Admissions and Registration

1. Students will take the course for college credit in 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.
2. The HS instructor helps students get admitted to UCC as a dual credit student. The Office of Early College staff is happy to help in this process.
3. Students can register according to the dates in the UCC Academic Calendar (see steps in Student Section)

Textbooks

Instructors should be using the same textbook as the on-campus class. Prior approval by faculty contact in email must be confirmed for textbook substitutions. See Appendix 4 for a list of faculty contact information. The UCC Bookstore, 541-440-4664, will facilitate textbook purchases and rentals.

Course Prerequisites

Students enrolled in a series course (such as WR 121Z and 122Z) 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. Mathematics) prior to 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 office of Early College (541-440-7709) for more information.

Syllabus

The Office of Early College will collect an updated course syllabus for each course every year.

Articulation Meetings and Observations

Articulation Meetings

- Dual Credit high school instructors and UCC faculty meet once per year for an articulation meeting.
- SDC instructors are required to attend Professional Learning Communities with a UCC Faculty member at least once per term.

Observation

- Once per year, SDC instructors must either attend a class conducted by their faculty member or have their faculty member attend one of their classes.

Student Evaluations

Dual credit standards require that students complete end-of-term evaluations for dual credit courses. These are intended to influence program improvement rather than instructor evaluation.

Instructor Non-Compliance

High School Dual Credit faculty are expected to:

- ☑ Attend scheduled articulation meetings
 - Instructors who do not attend articulation meetings must arrange with the department faculty to discuss any changes to articulate course content or textbooks
- ☑ 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 Oregon Dual Credit standard requirements, the following steps will be taken:

- The high school instructor will be contacted by the office of Early College to review specific concerns and dismissal implications.
- A plan of action with a 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 of Early College 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

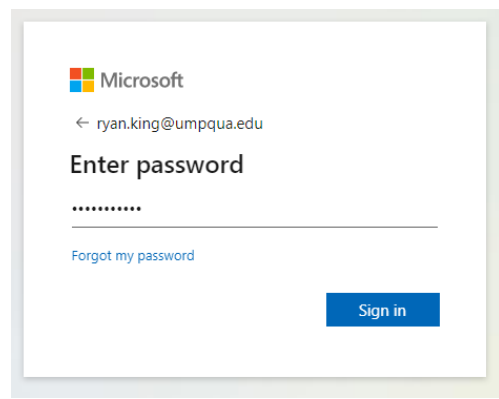
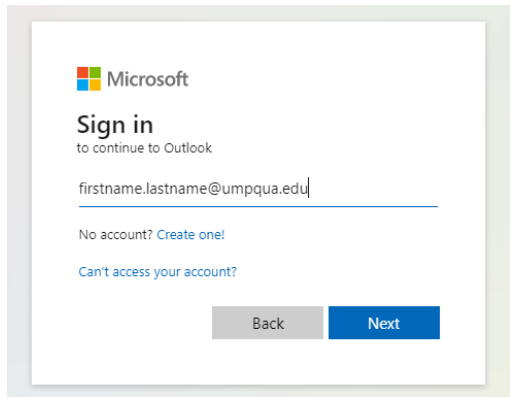
UCC assigns each dual credit instructor a Banner ID number. If you do not know or forget your Banner ID call the Office of Early College at 541-440-7709.

To login to your account:

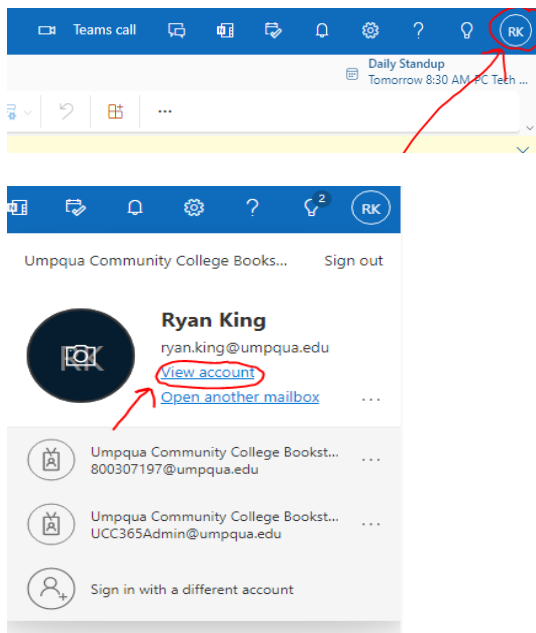
1. In order to log into self-service, you **must** set your new password in your Outlook email. The password that you set in Outlook will automatically set the same password in Self-Service. After following these instructions, you will be able to log into Outlook and self-service with just one password.
2. Navigate to your email login page through the UCC student email link



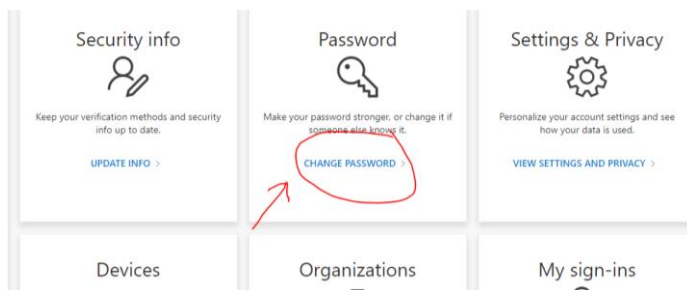
3. Log into your outlook email with your first.last@umpqua.edu (Ex: John.Doe@umpqua.edu) and your current temporary password: Monthyear (ex. April2023)



4. Select your profile icon located in the top right-hand corner of your screen and then click the "view account" link



5. Select the "CHANGE PASSWORD" link



6. Enter in your old temporary password (MonthYear, ex. April2023) and then enter your new password. Your new password can be anything so long as it contains one uppercase, lower case, number and symbol character. This new password will be used for your email log in AND your self-service log in. Select Submit.

Change password

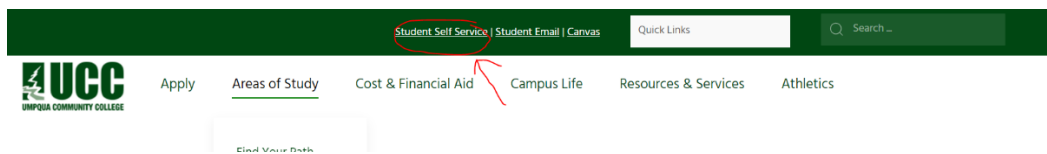
User ID
ryan.king@umpqua.edu

Old password

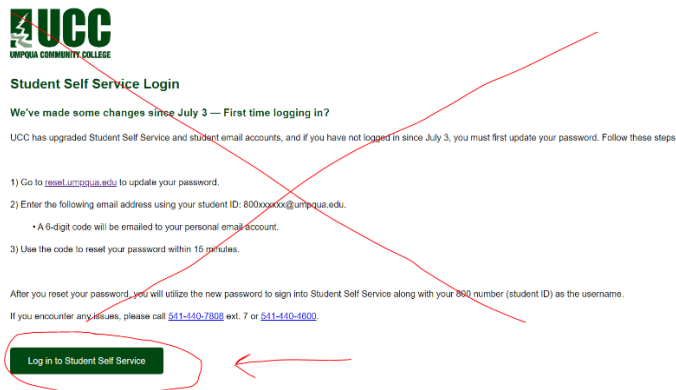
Create new password

Confirm new password

- Navigate back to the UCC front webpage and select the student self-service link at the top of the web page.



- Ignore the instructions on the following web page, as it is meant for students only. Select the Log in to Student Self Service button.



- Log in with only your Banner 800 number as the username and the new password you just created.



You should now have access to self-service and your email, if you find yourself having issues logging in ensure that you are entering your credentials correctly. If any error persists, then contact IT and submit a ticket request.

Grading

Dual Credit instructors enter grades through their UCC Canvas Shell and according to UCC grading deadlines.

- Log in to UCC Canvas shell with 800# and password (birthdate in MMDDYYYY format, unless you change it)
- Click on tab that says “final”
- Enter final grade for each student in the box that says “final”. Registered students receive an A-F grade. Every student on your UCC roster must receive a grade.
- If student receives an F, please enter the last date they attended or did work on the college level.
- Students must be graded by the cut-off date, usually the Monday after finals week.
- If you notice an error after grades are processed, please call the office of Early College at 541-440-7709 or 541-440-7835 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 Office of Early College. 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 or suspension 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

The Early College Staff is happy to visit classrooms and help with admission and registration, as well as provide presentations on dual credit and college pathways. Please reach out!

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. Students can apply [online](#) or by filling out a [paper application](#) and submitting it to the office of Early College. Re-admission is necessary if students have not taken a UCC course for over two years. There is no fee for admission.

Applying for Admission Online

- 1) Go to “Apply” at Umpqua.edu
- 2) Select “Apply”
- 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) Student 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 Early College 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

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

- 1) Students have to have a current password connected to their UCC email account before they can register in Self-Service Banner. This can be done at www.reset.umpqua.edu.
- 2) After they have a current password, have students go to Student Self-Service at Umpqua.edu
- 3) Type in Banner ID and password (same as UCC email).
- 4) Click on Student.
- 5) Click on Registration
- 6) Click on Add/Drop Classes
- 7) Select correct term from drop down menu
- 8) Enter the CRN# provided by the instructor in one of the boxes.
- 9) Click on Submit Changes. Be sure that you see that you are registered for the correct class. If you have any issues, contact the Early College 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 Early College 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 Early College Office.

Information to Share at 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 in weeks 2 -7 student formally requests to drop the course in week one of each term. 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):**
 - o *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.*
 - o *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)*
 - o *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.

Information to Share Midway through the Course

- Students who registered to receive UCC credit for their high school class have the option of 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.

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 Early College Office, 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: Syllabus Template

The following pages are the UCC Syllabus Template that has been updated for Fall 2023 from previous versions and passed through a UCC campus and legal review. Use this template in a manner that supports what you have already designed for your course(s). Please make sure to delete instructions which [APPEAR IN BRACKETS]. *Also, please customize any language which appears in italics.

College Course Name Syllabus
HS Course Name
CRN Term and Year
Hours of Meeting

Instructor Information

Instructor:

Email: *The primary way to contact me is via the Canvas Inbox messages. If for some reason you cannot access Canvas to reach me, you may email me at first.last@umpqua.edu.*

Phone Number:

Office Location/Hours:

Communication Response Time: *Typical response time may be within 24 hours Monday through Thursday and within 48 hours Friday through Sunday.*

Course Information

Credits:

Course Location:

Prerequisites/Co-requisites:

Course Materials/Textbooks:

First Class Meeting Date: [FOR FACE-TO-FACE, HYBRID OR REMOTE COURSES: ENTER FIRST CLASS MEETING DATE; FOR ONLINE COURSES: ENTER FIRST DAY OF THE TERM]

Drop for Non-Attendance: [FOR FACE-TO-FACE, HYBRID OR REMOTE COURSES:] *As per the College Catalog, students who do not attend the first class meeting of the term will be dropped by the instructor. Contact the instructor if you will miss the first meeting for an alternative assignment.*

[FOR ONLINE COURSES:] *As per college catalog, students who do not attend the first class meeting of the term may be dropped by their instructor. Attendance in this online course is measured by completing [NAME OF ASSIGNMENT] in the first week by [ENTER DUE DATE - Wednesday 11:59 PM].*

Course Books and/or Supplies

Required:

Optional:

Course Description [Should be Directly from UCC Catalog]

Course Learning Outcomes (CLOs)

Students who successfully complete this course will:

- 1.
- 2.
- 3., etc.

The above CLOs align with the following Program/Universal outcomes for [List Program or Department]:

Program/Universal Learning Outcomes (PLOs/ULOs)

Grading Scale and Late Work Policy

Grading Scale:

Grading Feedback: [STATE YOUR GRADING FEEDBACK METHODS AND TURNAROUND TIME]

Course Specifics

For example, you might add expectations for lab attire, use/prohibition of electronic devices in class, posting guidelines for online discussion, the late policy, etc....

Schedule of Assignments

[IF NOT ALREADY LISTED IN YOUR WEEKLY MODULES, THE FOLLOWING MAY BE INCLUDED HERE: WEEKLY OVERVIEWS, OUTCOMES, READINGS & RESOURCES, ASSIGNMENTS AND LEARNING ACTIVITIES]

Required Technical Skills

- All UCC students should possess basic computer and internet skills, and/or inquire with a UCC Career Coach for this fundamental computing instruction (saving, creating a file, etc.)
- [LIST ANY ADDITIONAL COURSE-SPECIFIC REQUIREMENTS OR TECHNICAL TRAININGS NEEDED. SOME OF THESE TRAININGS WILL BE AVAILABLE VIA UCC SUCCESS CENTER and/or UCCONLINE]

Student Technology Help Desk

Comprehensive IT, Technology, and Student Computer Help are available in the UCC Library-Success Center. Hours In Person: 7AM-7PM Monday – Friday, [Student Technology Help Chat](#) available from 8AM-5PM Monday-Friday (**Chat function bubble appears at the bottom, right-hand corner of the page**) or contact austin.miller@umpqua.edu or via phone 541-440-4711. Dual credit students can call this number for help with accessing their UCC accounts.

Other UCC Technical Support and Resources

Office of Early College: 541-440-7709 or 541-440-7835

UCCOnline: uconline@umpqua.edu or 541-440-7685

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

Self-Service Banner Reset: call Admissions office at 541-440-7743

Canvas 24-hour Support Hotline: 855-782-5890

Laptops are available for checkout to students through the UCC Library. Wi-Fi hotspots are also available for check out. A reduced cost MS Office program is available through the bookstore and a free version is available online. You can find information about accessing Office 365 at the bottom of the [Technology for Students](#) web page.

Technology Use Guidelines

In order to support the activities for this course, UCC provides access to computers for students. The College established an [Acceptable Use Policy](#). College Information Technology resources may be used for lawful and permitted purposes only.

UCC Tutoring

Dual credit courses can be supported by UCC tutors and academic coaches through the Success Center, located in the Library & Learning Commons. Tutors are trained to share learning and study strategies during tutorial sessions and can help you understand and reinforce concepts that you are learning in this class. Tutors and academic coaches provide **free** course tutoring, writing help, academic skills consultations, as well as tips and strategies for time management, note-taking, and test-taking skills. Tutoring is available online via Zoom, in-person in the Success Center. To find out more information, visit the [Success Center](#), call 541-440-7831, or email tutoring@umpqua.edu.

Academic Integrity

UCC is committed to providing our students quality education that upholds excellent academic standards. Academic integrity means academic honesty in presenting one's work as one's own, and the ethical adherence to guidelines set by individual instructors and the college. Academic dishonesty (plagiarism, misrepresentation of work, cheating, use of online websites for test answers, etc.) jeopardizes our students' educational experiences, 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 the [UCC Student Code of Conduct Section 5506](#).

Archiving of Student Work

To protect the original work of students from plagiarism and to uphold the high academic standards and integrity of UCC, any written assignment in this course may be submitted to an internet-based plagiarism detection service such as [Turnitin](#) by the student or the instructor. All submitted written assignments will be archived and may be referenced for the purpose of detecting plagiarism.

ADA Compliance and Privacy Statements

Canvas conforms with the W3C's Web Accessibility Initiative Web Content Accessibility Guidelines (WAI WCAG) 2.0 AA and Section 508 guidelines. Other Accessibility Statements for teaching technology are provided in the UCC Canvas Help page.

[Canvas Accessibility and VPAT Statement](#)

[Canvas Privacy Policy](#)

[Zoom Privacy Statement](#)

[Zoom Accessibility Statement](#)

[Panopto Accessibility and VPAT Statement](#)

[Panopto Privacy Statement](#)

[Microsoft Office Accessibility and VPAT Statement](#)

[Microsoft Office Privacy Statement](#)

Communicable Disease Policy

Students shall take reasonable and necessary steps to prevent the spread of communicable/infectious disease. Any student with a communicable disease should follow all advice from their healthcare provider and any OHA or CDC guidance. Since any disease may adversely affect academic performance, a student with a communicable disease is encouraged to seek advice from Student Services 541-440-7859.

Inclusion, Diversity, and Equity Statements

UCC affirms values that foster a fully inclusive and welcoming environment while promoting scholarship, innovation, and a campus climate that reflects a deep appreciation and acceptance of diversity. UCC is dedicated to supporting education and personal growth to prepare students for their lives after graduation, thereby enhancing the broader community. By responding respectfully and effectively to people of all cultures, backgrounds, abilities, and lifestyles, we recognize and affirm the values, worth, and dignity of all individuals, families, and communities. For more on UCC's commitment to inclusion and equity visit the [Inclusion, Diversity, and Equity Action Leadership \(IDEAL\) Committee](#).

Non-Discrimination

It is the policy of UCC that there will be no discrimination or harassment on the grounds of sex, race, color, marital status, sexual orientation, gender identity, religion, national origin, age, pregnancy, mental or physical disability, uniformed/military service or veterans' status, or any other protected status or activity in accordance with applicable law, in any educational programs, activities, or employment. Persons having questions about equal opportunity, discrimination, or Title IX issues should contact Student Services 541-440-7859 or the Title IX Coordinator 541-440-7763. Additional information can be found on the UCC website: [Equal Opportunity](#), [Non-Discrimination](#), and [Title IX](#).

Title IX

UCC is committed to providing an academic and work environment free of unlawful sex harassment under Title IX. This includes acts of sexual harassment, sexual violence, domestic violence, dating violence and stalking. Learn more about UCC's policy, procedure, and resources, including talking to someone confidentially or to file a report, by visiting the [UCC Title IX page](#). Unless there is child abuse involved, confidential employees will not share information until you express interest in moving forward with filing a report. The Title IX Coordinator can be reached at titleix@umpqua.edu or 541-440-7763. **Pregnancy Rights & Responsibilities:** Title IX makes it illegal to discriminate on the basis of pregnancy and related conditions. All student pregnancy concerns and pregnancy related absences are coordinated by the Accessibility Services office. You may not anticipate any academic needs associated with your pregnancy, however, your needs may change as your pregnancy progresses. Disclosure of your condition early in the pregnancy will help in making the planning process more proactive. To disclose your pregnancy to ensure proper accommodations and support, please contact [Accessibility Services](#) at (541) 440-7900. For additional information related to pregnancy rights and responsibilities please contact Accessibility Services or UCC's Title IX Coordinator at titleix@umpqua.edu.

Accessibility

Any student who feels they may need an accommodation for any type of disability should contact 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 Accessibility Services as soon as possible to discuss your needs. Accommodations are not retroactive; they begin when the instructor receives the "Term Accommodations" letter sent by email. To request academic accommodations for a disability, please contact the Accessibility Services office at (541) 440-7900 or Oregon Relay 1-800-735-2900.

Consumer and General Information

UCC is required by the Higher Education Act of 1965, as amended, to disclose certain information to enrolled students, prospective students, parents, employees, and others. It is provided on the [UCC website](#).

Appendix 2: New Dual Credit Instructor Approval Request



UMPQUA
Community College

Office of Early College
Umpqua Community College
PO Box 967
Roseburg, OR 97470
Phone (541) 440-7709

Applying as:

- Dual Credit
- Sponsored Dual Credit

First and Last Name

Date of Birth

High School Name

Work Phone

Work Email Address

Home Address

Home Phone

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

UCC Course Number/Name

High School Course Name (TSPC Certified? y/n)

Please attach the following documents:

- Copy of a UCC Employment Application or resume
- College transcripts (unofficial are fine)
- 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 Missy Olson, Early College Initiatives at 541-440-7835.

Return this request with attachments to missy.olson@umpqua.edu.

Appendix 3: Dual Credit Articulation Agreement



- Dual Credit
- Sponsored Dual Credit

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 (DC) or Sponsored Dual Credit (SDC) 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 DC or SDC 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.

Notes about Sponsored Dual Credit:

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
- 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
- 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.

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. 	<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.

<ul style="list-style-type: none"> • Submit grades in Canvas according to the deadlines on the UCC calendar. • Ensure course syllabus is up-to-date and on file in the Early College Office prior to teaching and 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. 	<ul style="list-style-type: none"> • Submit grades in Canvas according to the deadlines on the UCC calendar. • Ensure course syllabus is up-to-date and on file in the Early College Office prior to teaching and 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. • Participate in annual meetings with high school instructors to ensure classes are aligned. • 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 and provide curriculum guidance for teachers served by Early College. • 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>Office of Early College</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. • Provide timelines and calendar. • Regularly communicate with instructors about key dates. • Provide information to students about how college classes transfer and how they fit within the program of study. 	

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 Division Dean agrees to the above, and additionally warrants that the high school instructor meets UCC's instructor qualifications for either dual credit or sponsored dual credit.

Division Dean (print)

Signature

Date

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

VP of Academic Services (print)

Signature

Date

Appendix 4: Division Contacts

Subject Area	Contact	Email
Agricultural Business	Teresa Rivenes	Teresa.Rivenes@umpqua.edu
Automotive	John Blakely	John.Blakely@umpqua.edu
Business	Teresa Rivenes	Teresa.Rivenes@umpqua.edu
Early Childhood Education	Sally Guyon	Sally.Guyon@umpqua.edu
Education	Teresa Rivenes	Teresa.Rivenes@umpqua.edu
EMS	Sheri Guerrero	Sheri.Guerrero@umpqua.edu
English/Writing	Jenny Friedman	Jenny.Friedman@umpqua.edu
Fine and Performing Art	Susan Rochester	Susan.Rochester@umpqua.edu
Fire	Andy Hatfield	Andy.Hatfield@umpqua.edu
Foreign Language	Nick Tratz	Nick.Tratz@umpqua.edu
HD (College Success and Career Planning)	Teresa Rivenes	Teresa.Rivenes@umpqua.edu
Health and PE	Lianne Steinmetz	Lianne.Steinmetz@umpqua.edu
History	Blake Norton	Blake.Norton@umpqua.edu
Mathematics	Mary Stinnett	Mary.Stinnett@umpqua.edu
Medical Office	Sheryl Lehi	Sheryl.Lehi@umpqua.edu
Nursing Assistant	Jan Dawson	Jan.Dawson@umpqua.edu
Pre-apprenticeship	Laurie Michaels	Laurie.Michaels@umpqua.edu
Science	Bryan Benz Joseph Villa	Bryan.Benz@umpqua.edu Joseph.Villa@umpqua.edu
Communication	Suzanne Atkin	Suzanne.Atkin@umpqua.edu
Welding	Ian Fisher	Ian.Fisher@umpqua.edu

Appendix 5: 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 6: Sponsored Dual Credit Standards



Sponsored Dual Credit Standards

Adopted by the Higher Education Coordinating Commission June 9, 2016;
 updated by the Oversight Committee for High School Based College Credit
 Partnerships May 16, 2019

Curriculum	
Curriculum 1 (SDC-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.
Curriculum 2 (SDC-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.
Curriculum 3 (SDC-C3)	College or university courses administered through a Sponsored Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college or university department/program where the credit will be awarded.
Curriculum 4 (SDC-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.
Curriculum 5 (SDC-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

Faculty 1 (SDC-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 corresponding institutional policies, procedures and practices.
Faculty 2 (SDC-F2)	The sponsoring 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 they begin to teach the college or university courses.
Faculty 3 (SDC-F3)	<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>
Faculty 4 (SDC-F4)	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.
Faculty 5 (SDC-F5)	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.
Faculty 6 (SDC-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, as determined by institutional policies, procedures and practices.
Faculty 7 (SDC-F7)	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.
Student	
Student 1 (SDC-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.
Student 2 (SDC-S2)	The sponsoring college or university outlines specific course requirements and prerequisites for students in Sponsored Dual Credit Programs.
Student 3 (SDC-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 and credits with a purpose.
Assessment	
Assessment 1 (SDC-A1)	The college/university ensures Sponsored Dual Credit Program students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.
Continuous Improvement	
Continuous Improvement 1 (SDC-CI1)	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.