



# **ADVANCED SOUTHERN CREDIT**

## **INSTRUCTOR/FACULTY HANDBOOK 2019 - 2020**

**SOU DIVISION OF OUTREACH AND ENGAGEMENT  
PRE-COLLEGE YOUTH PROGRAMS**

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**[INSIDE.SOU.EDU/YOUTH](https://inside.sou.edu/youth)**

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*“ASC is a ridiculously valuable resource!” - Student*  
*“ASC is actually easier than the AP Exam...less stress!”- Parent*

To our high school and university faculty:

The Advanced Southern Credit (ASC) Program is a dual credit program in operation for 37 years. The program is sponsored by Southern Oregon University in partnership with high schools in Oregon and California. ASC is a high quality educational program that allows high school students the opportunity to enroll in academically challenging coursework that enhances high school transcripts for university admission and saves students time and money in their academic future by accumulating college credits before attending college.

If your high school offers Advanced Southern Credit courses, that means SOU has identified instructors at your high school with advanced degrees and has granted them affiliate adjunct faculty status. These instructors align with SOU’s faculty to teach the same curriculum at your high school that is offered on campus for a fraction of the cost.

ASC classes are part of a customary high school curriculum often in conjunction with an Advanced Placement (AP) class. Students have the option of registering for Southern Oregon University credit while fulfilling AP requirements at the same time.

SOU credit earned in an ASC course is regular Southern Oregon University credit and is recorded on a transcript by the university’s Enrollment Services office and is transferable to all Oregon Public Universities and to most private colleges and universities in the United States as well.

The purpose of this handbook is to provide SOU faculty and affiliate adjunct faculty in the high schools with answers to questions you may have about the program, procedures you need to follow and information about the resources rights and responsibilities you have as a part of this state accredited dual credit program. This handbook and additional information may be found on the [SOU Youth Programs' website](#)

As the liaison between the high school and university faculty, I will manage the proposal submission and review process including facilitating communications on the status of proposals, orienting new instructors to the program, coordinating renewals and deadlines for submission of online registration forms, payments and grade entry deadlines. It is also my responsibility to support the SOU faculty in coordinating and tracking their options for collegial interaction and oversight of high school faculty. This interaction and oversight is a requirement of the [Higher Education Coordinating Commission](#) (HECC) in order to maintain accreditation as a dual credit program in the state of Oregon.

Please feel free to [contact me by email](#) for assistance or by phone at 541-552-6916 or by calling the SOU Pre-College Youth Programs Office at 541-552-6452.

Warm Regards,  
Stephanie Butler  
Assistant Director, Pre-College Programs

Southern Oregon University is committed to providing equal opportunity in its recruitment, admissions, educational programs, activities, and employment without discrimination on the basis of age, disability, national origin, race, color, marital status, religion, sex, or sexual orientation. Affirmative Action Officer: 541-552-6114, 1250 Siskiyou Blvd., Southern Oregon University, Ashland, OR 97520. Campus Information: 541-552-7671.

## ABOUT SOUTHERN OREGON UNIVERSITY

Approximately 6,200 students      Women 60%, Men 40%      Ethnic Minorities: 18%  
Student to faculty ratio: 21:1      Average Class Size: 27  
Faculty with Ph.D. (or highest degree in their field): 82%

### **Vision**

Southern Oregon University will become an inclusive, sustainable university for the future that Guides all learners to develop the knowledge, capacities, and audacity to innovate boldly and Create lives of purpose.

### **Mission**

Southern Oregon University is a regionally-engaged learning community committed to being the educational provider of choice for learners throughout their lives.

- We inspire curiosity and creativity, compel critical thinking, foster discovery, and cultivate bold ideas and actions.
- We achieve student success, professional preparation, and civic engagement through service excellence, evolving technologies, and innovative curriculum.
- We foster access, equity, inclusion and diversity in thought and practice.
- We prepare our learners to be responsible, engaged citizens in our democracy.
- We promote economic vitality, sustainability, cultural enrichment, and social well-being in our region, the state, the nation, and the world.

### **SOU Values**

- The well-being and success of all learners
- Critical thinking, discovery, and engaged learning
- Equity, diversity, and inclusion
- Creativity and collaboration
- Excellence, continuous improvement, and accountability
- A healthy, safe, and civil campus
- Economic vitality and environmental sustainability
- Improving our community, region, and the world

### **Campus Community**

With a campus of over 6,200 students and a culture of engaged faculty, the SOU community emphasizes diversity, inclusion, and focuses on preparing students to live and lead in a multicultural, global society.

### **Excellent Degree Programs**

SOU students have plenty of degree path options and can pursue their educational goals through 36 areas of study in a dynamic range of fields. Internships, mentor relationships, field study, capstone projects, volunteer opportunities, and civic engagement allow our students to apply learning into meaning. Our supportive learning environment fosters creativity, innovation, and builds a solid foundation for success.

### **SOU – Where You Can Be You**

Southern Oregon University is a place where the passions of our students combine seamlessly with an outstanding education in a unique location.

## THE ADVANCED SOUTHERN CREDIT (ASC) PROGRAM

### History

Southern Oregon University established the Advanced Southern Credit Program 37 years ago with pilot programs at Crater and Phoenix high schools. The success of the program is evidenced by a continuing commitment by the university and the high schools, by ongoing expansion into a variety of disciplines, and the academic success of students involved in ASC courses. The transferability of SOU credits to others colleges and universities and a high level of satisfaction expressed by students, faculty and administrators round out the benefits of investing in accelerated learning opportunities like ASC.

### Definition of Dual Credit/Concurrent Enrollment

Advanced Southern Credit (ASC) is a dual credit or concurrent enrollment program that allows qualified high school teachers to offer cataloged 100 and 200 level Southern Oregon University (SOU) courses on their high school campus for university credit. The program is designed for high school students who are ready for a college-level course while still attending high school and who cannot conveniently take such a course at a local college or university. Since these courses carry university credit and because the ASC Program is an accredited program aligned with the, [state standards for dual credit](#), the university and its academic divisions and departments and programs must, in cooperation with the high schools, approve both the instructor and the syllabus for the course. Students register for the course through the Division of Outreach and Engagement (O&E) at SOU and receive a discounted tuition rate.

### Advanced Southern Credit Program Accreditation

SOU's Advanced Southern Credit Program is accredited by the state of Oregon. While SOU's Advanced Southern Credit Program previously met or exceeded many of the requirements for accreditation, we embraced the opportunity to expand and improve on everything from programmatic oversight to strengthening tangible relationships between SOU faculty and our affiliate adjunct instructors in the high schools. The ASC Program was granted accreditation by the state of Oregon on January 25, 2013.

More than 1,800 high school students at 26 public and private high schools in Oregon and California are active in the program. Over 140 high school teachers are approved as affiliate adjunct instructors in the program.

### Benefits

Participating students, high schools and Southern Oregon University accrue benefits from the program. Students have the opportunity to begin their university education while still in high school without the necessity of traveling to a university campus. Because the approved ASC high school instructor is paid by the high school, not the university, students receive a significant tuition reduction. Colleges and universities increasingly view dual credit on a student's transcript as an indicator of achievement and a predictor of collegiate-level success.

High schools benefit from the program by an enriched curriculum and through the relationship established between high school and university faculty. By providing an opportunity for students to begin earning university credit while completing high school studies, high schools take a positive step toward promoting academic excellence, involving students in establishing educational goals and better serving the learning needs of their constituents.

Southern Oregon University benefits from the relationships established between high school and university faculty and from the developing relationship between high school students and the university as students gain familiarity with university course work and academic requirements.

### Program Implementation and Administration

The program is governed by a contractual arrangement between Southern Oregon University and participating

school districts. Prior to implementation, a course must be approved by the high school department and the high school administration, and by the appropriate Southern Oregon University academic division and its faculty, the Director of Pre-College Youth Programs, and Southern Oregon University's administration. Once a course has been approved, the Assistant Director of Pre-College Youth Programs orients approved instructors and acts as the liaison between high school and university faculty. ASC course proposals must be re-approved by SOU faculty and administration every three years. The ASC Program administrators and staff facilitate the coordination, implementation and oversight of the program and handle program logistics including registrations, tuition payments, course withdrawals, tuition refunds, and calendar issues.

### **Equity and Access to Higher Education at SOU**

The Northwest Commission on Colleges and Universities (NWCCU) last affirmed accreditation for Southern Oregon University in February 2017 following its [Year Seven Evaluation](#). SOU has been addressing recommendations that resulted from that review and has submitted the next report in the accreditation cycle, the Year One Report (Mission and Core Themes). Conclusions in this report regarding enrollment of underrepresented students are summarized as follows:

“SOU’s enrollment of underrepresented students has been steadily increasing year-over-year, representing a 33% growth since 2011. SOU's enrollment has increased 20.8% since Fall, 2008, but is down 9.0% from its post-recession peak in 2011. Growth since 2008 has been driven by non-resident students, who are up almost 78% over that time period. Resident student enrollment peaked in 2011 and, despite an 18% decline from 2011 and 2016, remains 4.7% higher today than in 2008. In Fall, 2017 resident students account for roughly 68% of SOU’s student body. SOU awarded 3.1% more degrees in 2016-17 than the prior year, continuing a growth trend that has increased by 5.7% since 2013. The most recent six-year graduation rate is 37.5% for Pell Grant recipients, 44.6% for underrepresented minority students, and 46.1% for all students. SOU is steadily increasing the number of degrees awarded to underrepresented minority students. SOU has been making progress in the enrollment of underrepresented students. In Fall 2016, 16.7% of total enrollment came from underrepresented student populations, and 36.9% of SOU’s students were Pell Grant recipients.”

### **Equity and Access to Dual Credit Programs at SOU**

The Advanced Southern Credit Program supports equity and access measures to ensure that underrepresented students have the opportunity to access early college credit. We understand that some students, including underrepresented students, may not have the financial means to pay for the SOU credits despite the reduced tuition rate. For this reason, the university created the ASC Tuition [Waiver Program](#) that allows students who are in the Free and Reduced Meals Program to register for one ASC course per term for a total of \$45. Through an agreement with participating school districts, verification of a student’s eligibility for the Waiver rate is confirmed by each school. In the Fall Term of 2018 approximately 10% of students who registered for SOU credit were eligible for and received Tuition Waivers.

### **SOU Pathway Programs for Latino Students**

Latino students in the Phoenix-Talent School District and Medford School District, in partnership with their own families, the school district, and the university, will begin a journey in the fall of their 8th grade year that, when successfully completed, will lead to admission to Southern Oregon University and the opportunities provided by a university education.

Southern Oregon University and the Phoenix-Talent School District and Medford School District are committed to working together to increase opportunities that support Latino students as they gain the skills to access a college education. This partnership leverages a wide range of resources to prepare 8th grade students for high school success and college readiness by providing a continuing support structure of social and family assistance, academic support, mentorship and strategic programming through 12th grade.

**The Program**

Students who successfully complete the [Pirates/Bulldogs/Hornets to Raiders](#) program will be offered automatic admission to SOU, receive priority consideration for a Diversity Scholarship and will have an accelerated opportunity to earn a bachelor's degree. In addition, SOU has longitudinally committed to provide scholarships for students pursuing the master's teaching program at SOU. By creating these enhanced pathways, we can ensure an upwardly viable future for young Latino students, the Rogue Valley and the State of Oregon.

**Vision**

Pirates, Bulldogs and Hornets to Raiders will assure every Hispanic student in the districts has the ability to access a university education at Southern Oregon University. As the Hispanic population in the school district continues to grow, it is our responsibility to provide educational opportunities beyond high school for those students. A partnership of students, their families, the school district, and the university will help to ensure a strong and viable future for both the Rogue Valley and the State of Oregon. This partnership will leverage resources to prepare students for college course work as well as provide assistance and mentoring through application and financial aid processes.

## FREQUENTLY ASKED QUESTIONS FOR FACULTY AND INSTRUCTORS

### What are the qualifications of ASC instructors?

The high school teacher must qualify for appointment as an affiliate adjunct instructor in the aligned division or program at SOU. At the minimum, this requires the teacher hold a masters (M.A., M.S. M.Ed. M.A.T. etc.) degree. In addition, the teacher should have advanced course work related to the course they are teaching, either as part of their undergraduate or graduate studies.

Quality teaching experience and/or applicable professional experience may be substituted for an advanced degree, at the discretion of the academic division or program at the university. Under state accreditation requirements, academic divisions evaluate and approve instructional high school faculty as well as provide ongoing oversight and collegial interaction. Interaction between SOU faculty and ASC instructors occurs through professional development seminars, classroom visits, and visiting lecturers provided by academic divisions and programs during the school year. ASC affiliate adjunct faculty are supported by their individual school administrations to participate in these professional interactions.

**Please Note:** While the majority of ASC approved courses are offered as Advanced Placement (AP) courses in the high schools, AP course Audit Authorization by the College Board alone is not enough to grant affiliate adjunct instructor status to a high school teacher seeking to teach a course for SOU credit. The academic division will evaluate course proposals and accompanying materials submitted by high school faculty using the same criteria that is applied when hiring adjunct instructors who teach on the SOU Ashland and Medford campuses.

### What is the difference between Advanced Southern Credit and Advanced Placement Credits?

**Advanced Southern Credit (ASC)** is a dual credit program that allows high school students to take college courses at their high school to earn credit towards *both* high school graduation and their college degree. As in a regular college course, the grade that is awarded is the grade that will be transcribed by the university.

**Advanced Placement (AP)** “is a curriculum in the United States and Canada sponsored by the College Board which offers standardized courses to high school students that are generally recognized to be equivalent to undergraduate courses in college.” Upon completion of a high school AP course, students may take an AP examination with the *potential* to receive college credit. *The score may or may not be honored for college credit* depending upon the policies of individual institutions.

### What are the Steps for Course Approval?

The sequence leading to course approval and implementation involves these steps:

- **Step One – Development of an ASC course proposal**

A high school instructor contacts SOU’s Pre-College Programs Office in the Division of Outreach and Engagement, and a course proposal form and instructions for completing an ASC course proposal is shared with them. All Course Proposals follow a prescribed format, and must be accompanied by a detailed course syllabus, a list of objectives and learning outcomes, the instructor’s professional vita/resume and copies of unofficial undergraduate and graduate level transcripts. Individual SOU academic divisions may also request supplemental information that demonstrates a strong foundation in the subject area. Proposals must be submitted to Stephanie Butler, the Assistant Director of Pre-College Programs, for further guidance and refinement prior to submission to the appropriate Faculty Liaison, Division Director, Program Chair and the Director of Pre-College Youth Programs for review.

- **Step Two – University Division Approval**

Once the Assistant Director of Pre-College Programs has submitted a course proposal to the appropriate SOU academic division or program, the faculty will scrutinize the course proposal. ASC courses are approved and disapproved at the sole discretion of the SOU faculty and administration. If the division determines that the proposal meets or exceeds the learning outcomes of the equivalent SOU course they may approve the course to be offered for SOU credit. If there is no equivalent course offered, but the academic division approves of the course proposal's content, they may choose to approve it as a SS/Special Studies 199 course which means that the credits earned will transfer as elective credit to all colleges and universities. Once approved by the appropriate academic faculty, the proposal is sent to the Division Director, who also has an opportunity to approve or disapprove of the proposal. If approved, signed proposals are returned to the Division of Outreach and Engagement where the Director of Pre-College Youth Programs gives the final approval.

At any point during the approval process, a course proposal may be disapproved, whereupon the reasons for the disapproval will be communicated to the high school instructor who submitted the proposal, along with constructive suggestions on how to revise the proposal. The instructor may revise and resubmit their proposal if they so choose.

- **Step Three – Course Renewal**

The course proposal and accompanying documentation for all approved ASC courses must be resubmitted for renewed approval to the aligned division every three years, unless the academic division or program requires more frequent resubmission. The Assistant Director of Pre-College Programs will track when renewals are due and contact the high school faculty to request a renewal proposal in advance of the expiration of SOU approval for each course. It is imperative that high school faculty respond in a timely manner to renewal requests. ***Please Note: If renewal materials are not submitted and reapproved by the expiration of approval, the course will not be offered for SOU credit.***

### **Conditional Approval**

In **rare** instances, a high school instructor may be granted conditional approval by the SOU faculty to deliver SOU course content in the ASC Program. In such cases, completion of course work for the required minimum master's degree may be in progress or additional course work in the subject area may be in progress as a condition for approval by the faculty. Under these circumstances, an approved instructor at the same high school must be appointed as the *Teacher of Record* to guide the instructor with conditional approval. The *Teacher of Record* is responsible for entering final grades for students in the SOU database until conditions have been met and full approval has been granted by the university faculty.

Conditional approval may also be granted when the faculty has requested clarifying information or additional documentation for a proposal. In these cases, a hard deadline is given to meet the conditions and official approval is granted only after these conditions have been met. In all conditional approval situations, faculty notes under the heading of *Conditions for Approval* on the course proposal cover sheet will offer a detailed explanation for the conditions and relevant deadlines to meet them.

### **Compensation**

Approved affiliate adjunct faculty at the high schools will receive a 14% rebate of the tuition proceeds generated by their students to be used for course materials, supplies, educational enrichment, professional development experiences and other instructional needs. A Memorandum of Understanding (MOU) is created by the Office of Outreach and Engagement outlining how these funds may be used and must be signed by all

participating instructors and their school district's Financial Officer. If an approved high school instructor retires, leaves a school or separates from the Advanced Southern Credit Program for any reason, the rebate funds remain with the school and the aligned discipline.

Aligned SOU Divisions will receive a 33% rebate of the tuition proceeds to be used to support the program and the instructional mission of university. Stipends for faculty oversight of the ASC Program are attached to each of the three oversight options outlined above.

SOU's Division of Outreach and Engagement also receives a percentage of the tuition proceeds to cover administrative costs associated with the program.

### **Faculty Oversight and Collegial Interaction**

In order to maintain dual credit accreditation standards outlined by the state, the aligned department's faculty is required to provide oversight and interaction with the approved high school affiliate adjunct instructors. SOU's Assistant Director of Pre-College Programs makes initial contact with interested schools, discusses the program with appropriate administrators and prospective teachers, and receives the prospective instructor's proposal, course syllabus, a list of objectives and learning outcomes, the instructor's professional vita/resume and unofficial transcripts from undergraduate and graduate course work for review and approval by the department. Once the instructor is approved the Assistant Director of Pre-College Programs orients the instructor to the program and a faculty liaison or Department Chair supervises the course development and progress.

During the first year of development, the high school instructor's appointment is probationary. The faculty liaison, in conjunction with the Division Director must choose one of three options for oversight of the ASC course:

**Option A:** Provide at least one full or half-day collegial interaction on the SOU campus providing guidance and professional development that will enhance the ASC curriculum. The Assistant Director of Pre-College Programs and the Office of Outreach and Engagement (OOE) will offer support for Option A for divisions/programs that request help. OOE will work with chairs to select a date in Fall or Spring Term; invite ASC high school faculty to the event; organize a luncheon; and coordinate a half day of professional development outside the academic division. Professional Development Units (PDUs) will be available for any professional development event that you attend with the SOU department you are aligned with at the university. PDUs will be tracked through the SOESD PD Networks database to award and track PDUs earned by ASC faculty.

- **Option B:** Send faculty to visit the high school classroom as a guest speaker/observer.
- **Option C:** Review a sampling of graded papers, exams, lab reports or portfolios and offer feedback to the ASC high school faculty.

The faculty liaison reviews initial course syllabi and necessary revisions are made. During the first year while the teacher is becoming familiar with our expectations, the faculty liaison may interact with and advise approved instructors to assure uniform content and performance levels with courses taught on campus.

During subsequent years, the instructor's appointment is no longer probationary but renewal approval will be required every three years. The Assistant Director of Pre-College Programs will track all renewals and facilitate communication with approved teachers when it is time to resubmit course proposals, syllabi and credentials for review. The faculty liaison's involvement decreases and the instructor should take more responsibility for seeking assistance, even if he/she just needs minimal feedback. The faculty liaisons welcome contact initiated by affiliate adjunct faculty at the high schools.

### **Long-Term Leave Requirements**

If an ASC approved instructor takes a medical leave, maternity/paternity leave, a leave due to a strike or any other long-term leave, **all long-term substitute teachers must be approved by the aligned SOU Division.** Notification of a long-term leave must be given at the earliest possible date so that Pre-College Programs staff and faculty can address the approval process in a timely way.

### **Failure to Participate in Oversight and Collegial Interaction**

In order to maintain state accreditation requirements for the Advanced Southern Credit Program, the SOU divisions, departments, programs and aligned faculty in them must provide opportunities for collegial interaction and oversight of approved affiliate adjunct instructors. Failure to provide oversight and to provide evidence of it to the Assistant Director of Pre-College Programs may result in ASC tuition funds being withheld from those divisions, departments or programs. It may also result in the termination of alignment with the ASC Program. Non-compliance by divisions, departments, programs or SOU faculty will be addressed by the Provost, Division Director, the Director of Outreach and Engagement and the Assistant Director of Pre-College Programs.

Non-compliance by affiliate adjunct high school faculty will be handled by the Division Director, the ASC faculty liaison, the Director of Outreach and Engagement and the Assistant Director of Pre-College Programs. Affiliate adjunct instructors who do not participate in the collegial interactions and oversight options provided by aligned SOU divisions or programs may be dropped from the program unless there are extenuating circumstances that prevent their participation.

### **Who is Eligible to Enroll in an ASC Course?**

To be eligible for ASC courses, a student must be presently enrolled in the ASC-approved course in their high school. **There is no retroactive enrollment.** Students must be taking the class at the time they are enrolled for SOU credit. **Note to the Faculty:** We strongly advise students against registering for SOU credit unless they are academically prepared to handle the rigor of the coursework. We depend upon affiliate adjunct instructors to closely monitor students who may be struggling or who would benefit from early withdrawal without penalty from a course to avoid the potential negative impact of poor performance on their academic record. High school students must satisfy all pre-requisites per the SOU Course Catalog before taking an ASC course.

### **What is the status of an ASC student at SOU?**

ASC high school students register as non-admitted students and must be able to meet the academic qualifications for entry into the Advanced Southern Credit class. They are **not** admitted to pursue a degree program or to attend the university full time.

### **How do ASC Courses Align with SOU Terms?**

SOU offers classes in Terms representing approximately one-third of the academic year and one-quarter of the calendar year. Terms may be fall, winter, or spring. Most high schools operate on a fall/spring semester system. ASC courses are aligned with SOU Terms and will appear as such on official transcripts. **Please Note:** ASC Courses are generally offered as full-year classes in the high schools. Student transcripts may reflect that the course was aligned with Fall/Winter Term or Winter/Spring Term depending upon when the course approval was granted even if the course was a full academic year. This is strictly an administrative designation on the transcript.

### **What is the cost of the program?**

During the 2019-2020 academic year the Advanced Southern Credit tuition is \$45.00 per credit. Tuition for a 4-credit ASC course is \$180.00. By contrast, to enroll at Southern Oregon University as a fulltime undergraduate student, a 4-credit course plus institutional fees would cost \$1,297.00 for residents of Oregon. In contrast, these

classes offer real financial savings to each student. **Tuition Waivers are available for students in the Free and Reduced Lunch Program.** Information about the [Waiver Program](#) is available under the following question about how to register and pay for credits.

#### **How many credits can an ASC student register for?**

Students may register for no more than 18 credits per term, the maximum allowed for a full-time undergraduate student at SOU.

#### **How do students register for an ASC course?**

Students register for their classes online on the [Advanced Southern Credit website](#). ASC affiliate adjunct instructors will provide information about how to access the registration form online at the appropriate times during the school year. The student's ASC instructor must authorize that the student meets the academic standards of the course by providing a Course Reference Number (CRN) to be entered on the online form. **CRNs will change each term and for each course.** Forms must be completed and submitted online by the pre-determined deadline. **Payment must accompany each registration form or we cannot register you for any class.** Payments may be made online or by following the registration instructions found on the website.

#### **Registration and drop information**

- We will register you after we receive your online form and full payment (or scholarship confirmation).
- If you need to drop a class, **student** (not parent or teacher) **must** submit written request by email or regular mail to our office by the due date listed below. **Grades become part of your permanent college record and can affect future scholarship awards, so please make note of these dates in case you're struggling in the class.**

#### **What are the steps to register and pay for credits?**

- Students obtain the course reference number (CRN) and credit information from each participating instructor. That information is also available on the [Course List](#) online.
- [Complete the enrollment-form online](#) on the ASC website.
- Once as student has registered and paid online an auto-generated email will be sent as confirmation of registration.
- Tuition will be assessed at \$45 per credit or \$180.00 for a typical 4-credit course. Classes that are not 4 credits will be noted as such on the website's Course List. Maximum 18 credits allowed.
- If a school or other organization has agreed to pay a part or all of the fees as a scholarship, please indicate that in the payment section and we will work with that school or organization to obtain payment in time to register the student.
- If a student is eligible for the Free and Reduced Lunch Program at your school, they may receive **ONE Tuition Waiver** per term and will pay just \$45.00 for a 4-credit course. Students should indicate that they are eligible for a waiver on the online registration form. We will verify their eligibility for the Waiver with the school administration.
- [Pay online](#) with a Visa or Mastercard.

#### **Registration and drop information**

- Students will be registered for their class(es) soon after we receive their online registration form and full payment.
- If a student needs to drop a class, all drop requests **must** be made to our office in writing (regular mail or email) by the due date listed below. **Grades become part of a permanent college record and can affect future scholarship awards, so please make note of these dates in case a student is struggling in the class.**

## REGISTRATION DEADLINES

High School Semester	Fall Semester	Spring Semester	
SOU Term/Quarter	Fall 2019	Winter 2020	Spring 2020
<b>Registration and Payment Due to SOU</b>	<b>October 7, 2019</b>	<b>February 3, 2020</b>	<b>April 20, 2020</b>
<u>Latest</u> drop date for full refund, no grade penalty. No refunds after this date.	October 18, 2019	February 28, 2020	May 8, 2020
<u>Latest</u> drop date for “WD” on transcript (“Withdrawn”- no effect on GPA)	October 25, 2019	March 6, 2020	May 15, 2020

### Tax information

SOU does not require the disclosure of the student's Social Security Number on the Enrollment Form. However, we must have the student's SSN for reporting qualified tuition through the 1098-T form as outlined in the Internal Revenue Code section 6050S. **If you want to claim tuition expenses on your tax return and have not previously submitted a W-9S form to us, please complete Part I of the [W-9S tax form](#) by entering the student's name and Social Security Number, and return it to SOU Business Services, Attn: Tina Cripe, 1250 Siskiyou Blvd, Ashland OR 97520.**

**Important Note about Demographic Data Collection:** In accordance with [Oregon Senate Bill 473](#), Southern Oregon University has updated the collection of demographic information to include legal sex designation, gender, and sexual orientation on several of our forms. State law requires that we provide students the OPTIONAL opportunity to disclose [gender identity and sexual orientation information](#). We are also collecting data on first generation status, ethnicity, and race for institutional research and statistical purposes. All demographic questions have "prefer not to answer (PNTA)" as an option, and responses we receive from students will be kept completely confidential and subject to FERPA laws.

### Is financial aid available?

Because the cost savings are so great with a steep reduction in SOU tuition, there is no financial aid available from the university. Additionally, Federal regulations do not permit financial aid to be awarded to students who are simultaneously enrolled in a public, private, or home-school educational program. However, SOU created the ASC Tuition [Waiver Program](#) that allows students who are in the Free and Reduced Meals Program to register for one ASC course per term for a total of \$45. Through an agreement with participating school districts, verification of a student's eligibility for the Waiver rate is confirmed by each school. If a student is not eligible for the ASC Tuition Waiver, they should check with their high school to find out if there are scholarships or other resources available from the school or other community resources.

### How will taking dual credit courses affect financial aid for a student in the future?

All college credits students earn while in high school will be used to calculate the amount of financial aid they may receive in the future. Credits that do not apply to a student's college major will count toward the 150% credit maximum in that major. It is important that students carefully consider which dual credit courses will benefit them most before they register. Poor grades for dual credit courses such as a D, F or a W (withdrawn) may also affect the amount of financial aid a student can receive because all dual credit grades will affect the GPA going forward.

### Can students take ASC courses online?

Southern Oregon University established an agreement with [Oregon Virtual Education](#) (ORVED) in 2016 to offer HST 250 & 251, American History and Life, PSY 201 & 202, General Psychology and MTH 243, Introduction to Statistical Methods and MTH 244, Applied Inferential Statistics for SOU credit as part of the Advanced Southern Credit Program. "Oregon Virtual Education (ORVED) was originally formed in 2009 with the cooperation of Education Service Districts (ESDs) around Oregon. Northwest Regional Education Service

District has taken the lead in developing ORVED into an approved virtual public charter school. ORVED provides online courses to students in grades 6-12. Every course includes innovative online curriculum, a highly qualified Oregon licensed teacher, and technical and teacher support.” ORVED instructors must follow the prescribed procedures to be approved by submitting a course proposal with supporting documentation for review and once approved, must participate in all collegial interactions as required by the ASC Program.

### **Are international students able to take ASC courses?**

Communications with the Oregon Higher Education Coordinating Commission (HECC) in 2016, addressed the subject of dual enrollment (high school study with some college credits) for international high school students studying in the United States. This subject is not currently covered in federal or Homeland Security guidelines. Eligibility to enroll in higher education coursework is normally determined by academic criteria and not by one’s immigration status. This means that immigration sponsors and academic institutions are largely responsible for establishing institutional policy and interpretation in this area. International high school students have, on occasion, enrolled in ASC courses while studying at high schools in southern Oregon.

### **Can students withdraw from an ASC class?**

It is very important that affiliate adjunct instructors counsel students interested in taking ASC classes that **we strongly advise students against registering for SOU credit unless they are academically prepared to handle the rigor of the coursework. Once a grade is recorded on an SOU transcript, it will follow them throughout their academic career.** Early withdrawal from an ASC class if a student is overwhelmed will preserve their GPA so we ask instructors to be vigilant about this issue. Students wishing to withdraw from a class without establishing a Southern Oregon University record of transcript should contact the Pre-College Youth Programs office by the deadlines listed on the instruction form.

### **Can tuition be refunded?**

Refunds are available only if notification is given to the Pre-College Youth Programs office by the deadlines listed on the instruction form.

### **What is an SOU Student ID Number?**

The university database assigns a Student ID Number when students register for ASC classes. This number identifies you as an SOU student. You can use this number to look up your records and to receive official and unofficial transcripts. You may obtain your SOU ID Number by calling the Division of Outreach and Engagement at 541-552-6452 or 541-552-6899. **Federal law prohibits SOU from providing Student ID Numbers to anyone other than an ASC student.**

### **How does the University Protect Student Information and Records?**

The Family Educational Rights and Privacy Act (FERPA) is a Federal law enacted in 1974 that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

**Parents Please Note: Once a student registers for credit at Southern Oregon University, the [Family Educational Rights and Privacy Act](#) (FERPA) provides that student with certain rights with respect to the privacy of their records, regardless of the age of the student.** SOU employees are bound by Federal law to honor those rights and cannot provide unauthorized persons (**including a parent**) access to the student’s record such as grades, transcripts, number of credits, classes taken, charges billed, or payments made, unless the student completes and submits a FERPA Release Form to us. Therefore, to keep paperwork and parental frustration to a minimum, **we request that all enrolled students take ownership of their status as a non-admitted SOU student**, including ordering transcripts, adding or dropping courses if necessary,

and contacting us directly with any questions. A copy of the FERPA Release form appears in the section for forms at the end of this handbook.

### **The ASC Faculty Statement of Understanding of the FERPA Act**

In order to enter grades for ASC students at the end of each term/semester in the SOU Banner System database, approved affiliate adjunct faculty must read and sign the Family Educational Rights and Privacy Act (FERPA) Statement of Understanding form as all SOU faculty and staff are required to do.

### **New Account Forms for ASC affiliate adjunct faculty**

While you will have access *only* to your student's information, it is vital that you acknowledge the importance of the privacy laws regarding student information. Once affiliate adjunct faculty are approved by the university, a letter detailing the responsibilities and benefits of this position will be sent to you. A summary of the FERPA law, the FERPA Statement of Understanding form, the Faculty/Staff New Account Request Form and the university's Computing Resources Acceptable Use Policy will be sent as well. Signatures in your own hand writing on the New Account and the Statement of Understanding forms are required and must be submitted before you can offer your ASC course for SOU credit. Copies of these documents appear at the end of this handbook.

### **How is ASC credit transferred?**

All courses offered in this program are standard Southern Oregon University courses in every respect, including numbering, titles, descriptions, and credits. [Transfer credit information](#) may be found on the SOU website.

- ASC courses are immediately awarded university credit by Southern Oregon University, an accredited university.
- SOU credit awarded for ASC courses is accepted by all Public Universities in Oregon.
- Other colleges and universities will transfer credits according to their own credit transfer policies.
- The [Oregon Transfer Compass](#) has been developed "to streamline transfer between Oregon's community colleges and public universities" using [Core Transfer Maps](#). ASC classes are an example of nationally recognized programs of college courses taught in high school known as dual credit courses.
- Some colleges and universities ask for documentation of curriculum and syllabi from dual credit programs. The SOU Division of Outreach and Engagement is happy to provide this documentation when it is requested.
- Most colleges and universities in the United States accept ASC credit but there may be differences in how the credit is applied. Some institutions will accept the credit as "elective" credit that can't be applied to specific requirements for a major.
- Some universities prefer students take national Advanced Placement (AP) Exams; some are not concerned with AP exams, believing course work to be a better indicator of a student's ability.
- Most colleges and universities will give early college credits more weight than AP credits when a student submits an application. This may vary from school to school.
- Some institutions acknowledge dual credit as an admissions preference but will not transfer credit that has been earned as simultaneous high school and college credit.

### **Our Recommendations:**

We recommend that high school students taking dual credit courses and planning to attend colleges or universities that are not one of Oregon's Public Universities take the following steps:

1. Contact the Admissions Office at specific schools to find out the institution's current policies regarding dual credit transfer.
2. Keep a portfolio of work accomplished and test results from ASC classes to demonstrate proficiency in subjects.
3. If a college or university requests documentation regarding the ASC program, students may contact the Assistant Director of Pre-College Youth Programs, Stephanie Butler for assistance by phone at 541-552-6916

or by email at [butlers@sou.edu](mailto:butlers@sou.edu).

### **Is there Access to Academic Advising for ASC Students?**

While most questions regarding the ASC Program and its courses may be answered by the affiliate adjunct instructor at your high school or by the SOU Youth Programs staff, there may be occasions when a student could benefit from speaking to an SOU Academic Advisor or Student Success Coordinator connected to a specific department or discipline. If you would like to receive support from university advising staff, please contact Stephanie Butler, the Assistant Director of Pre-College Youth Programs by phone at 541-552-6916 or by email at [butlers@sou.edu](mailto:butlers@sou.edu) and she will assist you.

### **How do students view their SOU grades and order Transcripts?**

**The Registrar's office at Southern Oregon University does not mail grade reports to students.**

All transcripts are sent to other universities via an online service called *Parchment* and must be ordered by the student in advance.

### **To view or print an unofficial transcript with grades**

Students can view their grades online for personal record use. Students may visit the Outreach & Engagement office and request a print out of their unofficial transcript. Students may also view their grades via the internet and print an unofficial transcript.

1. Go to [inside.sou.edu](http://inside.sou.edu) but *do not attempt to sign in*.
2. Look down the page to find the "**Former Students and Employees**" section in grey.
3. Click "SIGN IN" at the bottom of that grey section.
4. You will now be on the page to log in.
5. Students will input their Student ID Number (or their Social Security Number) and a PIN Number which is set to their birth date (mmddyy). **Do not use dashes or slashes in the birth date or Social Security Number.**

*Example:*

**Student ID:** 940123456

**PIN:** 051171

Students will need to change this PIN for security reasons the first time they log in. Students should follow the instructions on the screen and make a note of their new PIN. If they should lose this number they will hit the "Forgot Pin" button. This will reset their password to your birth date. If this doesn't work, contact SOU Pre-College Youth Programs at 552-6452 or 552-6899 to have the PIN reset.

6. Go to the **Student** tab. Then go to **Student Records**, followed by **Academic Transcript**. For Transcript Level and Type, choose "**All Levels**" and "**SOU Unofficial Transcript**" respectively. Hit submit. Students can now view their records and print them.

### **To Order an Official Transcript to send to another academic institution**

Official transcripts are those that are sent directly from the university and are used by universities, colleges and scholarship foundations for admission or scholarship funding.

1. Only **students** can order an official transcript.
2. **Students will need their SOU ID (or SSN if it is on record) to order a transcript.**

3. Transcript orders must be made in person or through the link on the [SOU Enrollment Services website](#) Click the “**Former Students, Alumni and students in high school programs**” link to order online. Once there, follow the New User instructions.
4. The cost to order a transcript in person or online is \$10.
5. Walk-in orders may be made at the Enrollment Services Center located in Britt Hall on the Ashland Campus and at the Welcome Desk at the Higher Education Center at 101 S. Bartlett Street in Medford. **Students must bring a photo ID when requesting transcripts.**
6. If students have any questions regarding transcripts, contact the SOU Enrollment Services Center at 541-552-6600 or SOU Youth Programs at 541-552-6452 or 541-552-6899.

### **What is Southern Oregon University’s Grading System?**

The University uses letter grades and the four-point maximum grading scale. The grade of A is the highest possible grade. Plus (+) or minus (-) symbols are used to indicate grades that fall above or below the letter grades. For purposes of calculating grade points and averages, the plus (+) is equal to the grade point +0.3 and the minus (-) to the grade point -0.3 (e.g., a grade of B+ is equivalent to 3.3, and B- is equivalent to 2.7). The following grades are used at SOU.

<b>Grade</b>	<b>Grade Points</b>
A	4.0 (Exceptional accomplishment)
A-	3.7
B+	3.3
B	3.0 (Superior)
B-	2.7
C+	2.3
C	2.0 (Average)
C-	1.7
D+	1.3
D	1.0 (Inferior)
D-	0.7
F	0.0 (Failure)

### **Other grades are:**

**I:** Incomplete. **To be used in very rare instances when a student actually will complete the class.** When the quality of work is satisfactory but the course has not been completed for reasons acceptable to the instructor, a report of ‘I’ is made. The student has a maximum of one calendar year to complete the course requirements. An ‘I’ grade automatically changes to an F after twelve months.

**M:** Missing. Instructor has not yet entered a grade. No credit or grade points. **Note: An ‘M’ grade will automatically appear on ASC student rosters at the end of the SOU term until ASC faculty enter a final letter grade.**

**W:** Withdrawn. Appears on the grading register when the student formally withdraws from school during the first four weeks of the term and is not responsible for a grade or on the transcript when the student withdraws from a course after the fourth week and by Monday of the week prior to finals. A ‘W’ is not counted when determining grade point average.

## **Grade Point Average**

Grade point average (GPA) is computed by dividing grade points earned by the number of credits attempted. Grades of 'I' and 'W' do not carry grade points, and the credits are not calculated into the GPA. Credits attempted for F grades are calculated into the GPA. Only grades earned at SOU are used to calculate quarterly or cumulative GPAs.

## **Is there Proficiency Based Grading in the Advanced Southern Credit Program?**

Following extensive communications with colleagues at the Oregon Department of Education (ODE), Southern Oregon University and other Oregon Public Universities offering dual credit across the state, the existing academic assessment model for the A-F letter grading in that system will remain unchanged for the foreseeable future. Oregon Public Universities do not use a proficiency-based grading system.

All courses approved for SOU credit in the Advanced Southern Credit Program are regular SOU classes in every respect, including standard numbering, titles, descriptions, credits and grading.

The many ASC course proposals that have been approved and those that are currently under faculty review follow a prescribed format, and are accompanied by a detailed course syllabus, a list of objectives and learning outcomes.

While we understand that secondary schools have undergone significant changes with regard to grading, the procedures already in place and in practice by the high school faculty in the ASC Program will remain the same and they reflect the academic assessment model that has proven successful for students.

If your high school uses a proficiency based grading system, the approved ASC instructor will be required to maintain a separate grade book for those students who are taking a course for SOU credit and to enter those grades into the SOU database at the appropriate time.

## **What is the SOU Academic Code of Conduct and Standards?**

Southern Oregon University is an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship. In support of that mission, it is every person's obligation to contribute honestly to scholarship and research in an effort that is jointly maintained by students and faculty at Southern Oregon University. High school students in the Advanced Southern Credit Program are expected to honor the academic code of conduct at their high school as well as the academic standards laid out by the university.

## **Academic Honesty Statement and Code of Student Conduct**

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another. Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in [SOU's Code of Student Conduct](#). In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed

Freedom to teach and freedom to learn are dependent upon individual and collective conduct to permit the pursuit and exchange of knowledge and opinion.

- Faculty have the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes an orderly testing room and sufficient safeguards to inhibit dishonesty.
- Students have the responsibility to rely on their own knowledge and resources in the evaluation process.

The [Academic Standards Policy](#) supports that commitment with the following guidance.

1. Academic dishonesty is defined as cheating, plagiarism, or otherwise obtaining grades under false pretenses;
2. Plagiarism is defined as knowingly submitting the language, ideas, thoughts, or work of another author as one's original work, or allowing one's work to be used in this fashion;
3. Cheating is defined as:
  - a. Using unauthorized information during an examination verbally, visually, or by unauthorized notes, books and other materials;
  - b. Obtaining or providing information concerning an examination in advance of that examination;
  - c. Taking an examination for another student or arranging to have someone else take an examination for you;
  - d. Altering or changing:
    - (i) Test answers after that test has been submitted for grading;
    - (ii) Grades after the grades have been awarded; or
    - (iii) Other academic records, after those records have become official.

### **How Do I Enter Grades in the SOU Database?**

Affiliate adjunct faculty are required to enter final grades for students in the SOU database called Banner at specific times during the academic year that generally align with Fall, Winter and Spring terms. Step-by-step instructions will be sent by email sent to ASC instructors at least 4 weeks in advance of grading deadlines.

### **How to Enter Grades for Fall, Winter, Spring Terms**

***Note:** Because high school semesters do not line up with SOU's quarterly terms, you will be **changing grades** coded as "M" (for missing) to final grades for Fall and Winter courses but **entering** final grades for Spring courses.*

**If you have any login or grade entry problems, please call 541-552-6452 or 541-552-6899 when you can be in front of a computer. Do not call the Help Desk at SOU. They will refer you to us.**

- Go to the SOU site: <http://www.sou.edu/>
- Click on the "Inside SOU link at the top of the page.
- **Ignore the green login button!** Instead, find the grey square below titled "Former Students and Employees" and hit the **Sign In** box at the bottom of that section.
- Your user ID is your Social Security Number (SSN) or your SOU ID number.
- Your PIN is what you have set up as a PIN in the past (Former teachers) or your birthdate (first time users). Use the format **mmddyy** (no slashes, 2 characters for each).
- If you are a first time user and using your birthdate, you will see the message "your pin has expired." You will reenter your "old" password (your birth date) and enter a new six character password. Please make a note of your new password for future use.

- If you have forgotten your password or your password doesn't work, hit the "FORGOT PIN" button. This will reset your password to your birth date (mmddyy) and you can log in with that and then immediately change it as prompted.
- Once you are logged in go to **Faculty Services Tab** at the top of the screen.
- Click **Term Selection**, select appropriate term (i.e. Fall 2017), and hit submit.
- Click **CRN Selection** and your course(s) should automatically appear. Select course and hit Submit.
- For Fall and Winter term classes:
  - Click **Grade Changes** near bottom of list.
  - Enter grades in the **New Grade** column for your students.
  - Click **Submit Grades**.
- For Spring term classes:
  - Click **Final Grades**
  - Enter grades
  - Click **Submit Grades**
- Please make sure grades are entered for all your students—for larger classes, some students may appear on the next screen/page.

### **Student Course Evaluations**

The Advanced Southern Credit Program is introducing anonymous student course evaluations to its end-of-term processes. These evaluations will address the course delivery and content and are not an evaluation of the instructor. A copy of the ASC course evaluation form will be provided to ASC affiliate adjunct faculty with a link for students to access and complete the form. Because many of the SOU courses that high school students take in the ASC Program are delivered in two sections over the course of a high school year, these evaluations will be sent to the instructors when the course is nearing completion depending upon what SOU Term the course is aligned with. High School students are encouraged to complete course evaluations for every SOU course they take through the ASC Program. Information provided by ASC students through course evaluations is taken seriously by university staff and administration and helps us to improve the program.

### **Are affiliate adjunct faculty able to use the SOU Hannon Library?**

*InsideSOU* Accounts will be created for all ASC affiliate adjunct faculty giving them access to resources on the SOU website, including library privileges, that all faculty and staff currently have available to them. *InsideSOU* accounts will be active while high school faculty participate in the ASC program and will be terminated when they separate with the program. Materials from the library may be checked out and electronic resources available in the [Hannon Library System](#) may be accessed. This includes interfaces with other libraries across the nation for research and study purposes.

### **Are ASC students able to use the SOU Hannon Library?**

ASC students can use the RCC Library much like they can use any library once they are in the building. In addition, ASC/SOU students are entitled to all public library services if they are Jackson County residents.

**If a student provides library staff with their SOU ID Number, may they check out materials?** As long as a student has registered and paid for ASC credit, they will appear in the university's database and their accounts should connect to the [Hannon Library System](#) that allows students access to our databases from off-campus and to Summit materials. ASC high school students are assigned ID numbers but they are **not** issued ID cards.

**ASC ADMINISTRATION AND HIGH SCHOOL CONTACT INFORMATION  
2019-2020**

**Southern Oregon University Division of Outreach and Engagement**

Director, Outreach & Engagement.....Rachel Jones, 541-552-6326 [jonesr4@sou.edu](mailto:jonesr4@sou.edu)  
Assistant Director, Pre-College Youth Programs.....Stephanie Butler, 541-552-6916 [butlers@sou.edu](mailto:butlers@sou.edu)  
Administrative Program Assistant..... Connie Lynn, 541-552-6899 [lync@sou.edu](mailto:lync@sou.edu)  
Office Specialist II.....Mary Katie Brown, 541-552-6452 [brownm12@sou.edu](mailto:brownm12@sou.edu)

*The following list provides contact information for all high schools currently participating in the Advanced Southern Credit Program.*

**Ashland High School**

201 S. Mountain St., Ashland, OR 97520 541-482-8771  
Interim Principal: Samuel Bogdanove

**Brookings Harbor High School**

625 Pioneer Rd., Brookings, OR 97415 541-469-2108  
Principal: Lisa Dion, [lisad@brookings.k12.or.us](mailto:lisad@brookings.k12.or.us)

**Cascade Christian High School**

855 Chevy Way, Medford, OR 97504 541-772-0606  
Principal: Ken Townsend, [ktownsend@gracechristian.org](mailto:ktownsend@gracechristian.org)

**Crater High School**

655 N. Third Street, Central Point, OR 97502 541-494-6300

**Academy of Health and Public Services**

Principal: Tom Rambo, [tom.rambo@district6.org](mailto:tom.rambo@district6.org)

**School of Business, Innovation & Science**

Principal: Tiffany Slaughter, [tiffany.slaughter@district6.org](mailto:tiffany.slaughter@district6.org)

**Crater Renaissance Academy**

Principal: Adrienne Hillman, [adrienne.hillman@district6.org](mailto:adrienne.hillman@district6.org)

**Days Creek Charter School**

11381 Tiller Trail Hwy., Days Creek, OR 97429 541-825-3296  
Principal/Superintendent: Steve Woods, [steve.woods@dayscreek.k12.or.us](mailto:steve.woods@dayscreek.k12.or.us)

**Douglas High School**

1381 NW Douglas Blvd., Winston, OR 97496 541-679-3001  
Principal: Brenyl Swanson, [swansonb@wdsd.org](mailto:swansonb@wdsd.org)

**Durham High School**

9455 Putney Dr., Durham, CA 95938 530-895-4685  
Principal: Robbin Pedrett, [rpedrett@durhamunified.org](mailto:rpedrett@durhamunified.org)

**Eagle Point High School**

203 N Platt Ave, PO Box 198, Eagle Point, OR 97524 541-830-1300  
Principal: Andy Kovach, [kovacha@eaglepnt.k12.or.us](mailto:kovacha@eaglepnt.k12.or.us)

**Glencoe High School**

2700 NW Glencoe Rd, Hillsboro, OR 97124

503-844-1900

Principal: Claudia Ruf, [rufc@hsd.k12.or.us](mailto:rufc@hsd.k12.or.us)**Glide High School**

18990 N. Umpqua Hwy., Glide, OR 97443

541-496-3554

Principal: Kristina Haug, [khaug@glide.k12.or.us](mailto:khaug@glide.k12.or.us)**Grants Pass High School**

830 NE Ninth Street, Grants Pass, OR 97526

541-474-5710

Principal: Ryan Thompson, [rthompson@grantpass.k12.or.us](mailto:rthompson@grantpass.k12.or.us)**Henley High School**

8245 Highway 39, Klamath Falls, OR 97603

541-883-5040

Principal: Jack Lee, [leej@kcsd.k12.or.us](mailto:leej@kcsd.k12.or.us)**Hidden Valley High School**

651 Murphy Creek Rd, Grants Pass, OR 97527

541-862-2124

Principal: Brian Miller, [brian.miller@threerivers.k12.or.us](mailto:brian.miller@threerivers.k12.or.us)**Knappa High School**

41535 Old US Hwy 30, Astoria, OR 97103

503-458-5993

Principal: Laurel Smiley, [smalleyl@knappak12.org](mailto:smalleyl@knappak12.org)**Klamath Union High School**

1300 Monclaire St., Klamath Falls, OR 97601

541-883-4710

Co-Principal: Charlene Herron, [herronc@kfalls.k12.or.us](mailto:herronc@kfalls.k12.or.us)Co-Principal: Tony Swan, [swana@kfalls.k12.or.us](mailto:swana@kfalls.k12.or.us)**Mt. Shasta High School**

710 Everett Memorial Hwy., Mount Shasta City, CA 96067

530-926-2614

Principal: Sati Shah, [sshah@sisuhd.net](mailto:sshah@sisuhd.net)**Mountain View High School**2755 NE 27<sup>th</sup> St., Bend, OR 97701

541-355-4400

Principal: Michael Hicks, [michael.hicks@bend.k12.or.us](mailto:michael.hicks@bend.k12.or.us)**North Douglas High School**

305 S. Main St., Drain, OR 97435

541-836-2222

Principal: Scott Yakovich, [syakovich@northdouglas.k12.or.us](mailto:syakovich@northdouglas.k12.or.us)**North Medford High School**

1900 N. Keene Way, Medford OR 97504

541-842-3670

Principal: Dan Smith, [dan.smith@medford.k12.or.us](mailto:dan.smith@medford.k12.or.us)**North Valley High School**

6741 Monument Dr., Grants Pass, OR 97526

541-479-3388

Principal: Dennis Erik Lathen, [erik.lathen@threerivers.k12.or.us](mailto:erik.lathen@threerivers.k12.or.us)

**Oregon Virtual Education (ORVED)**

5825 NE Ray Circle, Hillsboro, OR 97124

503-614-1300

Principal: Kerri Smith, [kmsmith@orved.org](mailto:kmsmith@orved.org)

**Phoenix High School**

PO Box 697, 745 N Rose St., Phoenix, OR 97535-0697

541-535-1526

Principal: Toby Walker, [toby.walker@phoenix.k12.or.us](mailto:toby.walker@phoenix.k12.or.us)

**Redmond High School**

675 SW Rimrock Dr., Redmond, OR 97756

541-923-4800

Principal: Jane Todd, [jane.todd@redmond.k12.or.us](mailto:jane.todd@redmond.k12.or.us)

**Riddle High School**

147 Main St., Riddle, OR 97469

541-874-2251

Principal: William Starkweather, [william.starkweather@riddle.k12.or.us](mailto:william.starkweather@riddle.k12.or.us)

**Ridgeview High School**

4555 Elkhorn St., Redmond, OR 97756

541-923-4800

Principal: Lee Loving, [lee.loving@redmondschools.org](mailto:lee.loving@redmondschools.org)

**Rogue River High School**

1898 Evans Creek Rd, PO Box 1045., Rogue River, OR 97537

541-582-3235

Principal: Chris Carmiencke, [chris.carmiencke@rogueriver.k12.or.us](mailto:chris.carmiencke@rogueriver.k12.or.us)

**Roseburg High School**

400 W. Harvard Ave., Roseburg, OR 97470

541-440-4142

Principal: Jill Weber, [jweber@roseburg.k12.or.us](mailto:jweber@roseburg.k12.or.us)

**South Medford High School**

1551 Cunningham Ave., Medford, OR 97501

541-842-3680

Principal: Donnie Fraizer, [donnie.fraizer@medford.k12.or.us](mailto:donnie.fraizer@medford.k12.or.us)

**St. Mary's School**

816 Black Oak Dr., Medford, OR 97504

541-773-7877

Upper School Principal: Jim Meyer, [jmeyer@smschool.us](mailto:jmeyer@smschool.us)

**Yreka Union High School**

400 Preece St., Yreka, CA 96097

530-842-6151

Principal: Mark Greenfield, [mgreenfield@yuhsd.net](mailto:mgreenfield@yuhsd.net)

**ADVANCED SOUTHERN CREDIT PROGRAM  
SOU COURSES AVAILABLE BY HIGH SCHOOL 2018-2019**

**Ashland High School**

Intro to Literature I & II	ENG 104/105
Explorations in Literary Genre	ENG 208
Literature in the Modern World I & II	ENG 209
English Composition I & II	WR 121/122
American History & Life	HST 250/251
Pre-calculus I & II	MTH 111/112
Intro to Statistical Methods	MTH 243
Calculus I, II & III	MTH 251/252/253
Principles of Macroeconomics	ECON 202
General Biology	BI 101/103
General Physics	PH 201/224L
General Psychology	PSY 201/202
Power and Politics	PS 201
Intro to American Government & Politics	PS 202
Advanced Technical Theatre	TA 199

**Brookings Harbor High School**

Public Speaking	COMM 210
Intro to American Government & Politics	PS 202

**Cascade Christian High School**

Introduction to Literature	ENG104/105
American History and Life	HST 250/251
Intro to Statistical Methods	MTH 243
Pre-Calculus I & II	MTH 111/112
Calculus I & II	MTH 251/252
Calculus III	MTH 253

**Crater High School**

Intro to Literature I & II	ENG 104/105
Public Speaking	COMM 210
Pre-Calculus I & II	MTH 111/112
Intro to Statistical Methods	MTH 243
Applied Inferential Statistics	MTH 244
Calculus I & II	MTH 251/252
Human Geography	SOAN 107
Global Lands and Livelihoods	SOAN 108

**Days Creek Charter School**

General Biology	BI 101/103
English Composition I & II	WR 121/122

**Douglas High School**

General Psychology	PSY 201
English Composition I & II	WR 121/122

**Durham High School**

Principles of Macroeconomics	ECON 202
Introduction to Literature	ENG 104/105
American History & Life	HST 250/251
Pre-Calculus I & II	MTH111/112
General Physics I	PH 201/224L
Intro to American Government & Politics	PS 202
English Composition I & II	WR 121/122

**Eagle Point High School**

Drawing I	ART 133
SS/Non-Cadaver Human Anatomy & Physiology I & II	BI 199
American History and Life	HST 250/251
European History	HST 199

**Glencoe High School**

Calculus I, II & III	MTH 251/252/253
Advanced Technical Theatre I & II	TA 199

**Glide High School**

General Chemistry I	CH 221/227
Introduction to Literature	ENG 104/105

**Grants Pass High School**

Drawing I	ART 133
Studio Art I & II	ART 199/SS
General Chemistry I	CH 221/227
General Chemistry	CH 221-229
Public Speaking	COMM 210
Intro to Fiction Writing	CW 281
Intro to Literature I & II	ENG 104/105
American Literature	ENG 208
The Poetry of Rock	ENG 208
Film as Literature	ENG 208
Literature in the Modern World I & II	ENG 209
European History I & II	HST 199
American History & Life	HST 250/251
Intro to Statistical Methods	MTH 243
Applied Inferential Statistics	MTH 244
Calculus I, II, & III	MTH 251/252/253
SS/Sports Medicine	PE 199
General Physics I	PH 221-224
General Physics	PH 221/226
Intro to American Government & Politics	PS 202

**Henley High School**

Calculus I & II	MTH 251/252
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**Oregon Virtual Education (ORVED)**

American History and Life HST 250/251  
General Psychology PSY 201

**Phoenix High School**

SS/Studio Art I & II ART 199  
General Biology BI 101  
SS/Intro to Conflict & Mediation COMM 199  
Intro to Literature I & II ENG 104/105  
Earth Science ES 101/102L  
American History & Life HST 250/251  
International Scene IS 250  
Pre-calculus I & II MTH 111/112  
Calculus I MTH 251  
Intro to American Government & Politics PS 202  
General Psychology PSY 201  
SS/Psychological Literature PSY 199  
Religion: The Human Experience REL 201  
English Composition I & II WR 121/122

**Redmond High School**

Pre-Calculus I & II MTH 111/112  
Intro to Statistical Methods MTH 243  
Calculus I & II MTH 251/252

**Riddle High School**

General Chemistry CH221/227  
Introduction to Literature ENG 104/105

**Ridgeview High School**

Introduction to Literature ENG 104/105  
American History and Life HST 250/251  
Pre-Calculus I & II MTH 111/112  
Calculus I & II MTH 251/252  
Intro to American Government & Politics PS 202  
English Composition WR 121/122

**Rogue River High School**

Intro to Literature I & II ENG 104/105  
English Composition WR 121/122  
Pre-calculus I & II MTH 111/112  
Calculus I & II MTH 251/252

**Roseburg High School**

Studio Art I & II ART 199  
Drawing I & II ART 133

**South Medford High School**

General Biology BI 101/103  
SS/Non-Cadaver Human

Anatomy & Physiology I & II	BI 199
Introduction to Criminal Law	CCJ 251
Public Speaking	COMM 210
Human Development	ED 207
Intro to Classroom Management	ED 207
Global Perspectives Children's Lit	ED 207
Education Practicum	ED 209
Intro to Literature I & II	ENG 104/105
American History & Life	HST 250/251
Pre-calculus I & II	MTH 111/112
Intro to Statistical Methods	MTH 243
General Psychology I & II	PSY 201/202
English Composition I & II	WR 121/122

### **St. Mary's School**

Studio Art I & II	ART 199
General Biology	BI 101/102/103
General Chemistry	CH 221/227
Principles of Microeconomics	ECON 201
Principles of Macroeconomics	ECON 202
Intro to Literature I & II	ENG 104/105
Intro to Earth Science I & II	ES 101/102
Intro to Earth Science Labs	ES 101L & ES 102L
World Civilizations I & II	HST 110/111
American History & Life	HST 250/251
Pre-calculus I & II	MTH 111/112
Intro to Statistical Methods	MTH 243
Applied Inferential Statistics	MTH 244
Calculus I, II & III	MTH 251/252
Astronomy I	PH 199
Survey of Comparative Politics	PS 199/SS
General Psychology	PSY 201/202
Human Geography	SOAN 107
Global Lands and Livelihoods	SOAN 108

### **Yreka Union High School, California**

SS/Non-Cadaver Human	
Anatomy & Physiology I & II	BI 199
World Civilizations I & II	HST 110/111
Pre-Calculus I & II	MTH 111/112
Intro to Statistical Methods	MTH 243
Applied Inferential Statistics	MTH 244

**ADVANCED SOUTHERN CREDIT COURSE DESCRIPTIONS  
SOUTHERN OREGON UNIVERSITY**

*The following Southern Oregon University courses are presently available to offer Advanced Southern Credit at certain high schools. Please refer to the list on the preceding pages to view current courses offered by each high school. The following contains a brief description of the course offerings. All are sourced from the [Southern Oregon University Course Catalog](#) unless they are preceded by an asterisk (\*) indicating a Special Studies Class.*

ART 133 Introduction to Drawing

*4 credits*

Explores a variety of drawing strategies and critical skills as they apply to representing volume, light, and space in still-life, landscape, and figure drawing. Introduces basic drawing media and techniques, drawing from a nude model, and the abstract and expressive aspects of drawing.

\*ART 199 Studio Art I & II

*4 credits each*

2D design or drawing. An introduction to drawing, covering three aspects of the AP portfolio development; Quality, Concentration and Breadth. The course emphasizes making art and also includes group and individual student critiques, instructional conversations about techniques and readings and discussions about art history and criticism. (Generally accepted as an elective only)

ART 240 Introduction to Photography

*4 credits*

Introduces possibilities of contemporary photographic expression, from the snapshot to experimental processes. Explores fundamental properties of lens-based imagery, while developing conceptual problem-solving skills and deepening aesthetic sensibilities. Covers basic digital and film camera functions, file management, image manipulation and printing, film exposure, and photographic printing processes.

ARTH 204 History of Art: Prehistory through Medieval

*4 credits*

Historical survey of the visual arts from the prehistoric to medieval periods, including references to early nonwestern art. Examines selected artworks in relation to their historical and cultural contexts.

ARTH 205 History of Art: Renaissance through Baroque

*4 credits*

Historical survey of the visual arts from the Renaissance through Baroque eras, including references to nonwestern art of the same period. Examines selected artworks in relation to their historical and cultural contexts. Prerequisite: ARTH 204 recommended.

ARTH 206 History of Art: Eighteenth Century to Contemporary

*4 credits*

Historical survey of the visual arts from the eighteenth to twenty-first centuries, including references to nonwestern art of the same period. Examines selected artworks in relation to their historical and cultural contexts. Prerequisite: ARTH 204, 205 recommended.

BA 131 Business Computer Applications

*4 credits*

Introduces students to basic computer concepts, software applications, and hardware processing. Students acquire basic competency by using microcomputer applications in operating environments, word processing, spreadsheets, and presentation software. Instruction methods include lecture, demonstration, and hands-on application.

BA 211 Financial Accounting

*4 credits*

Examines the uses of fundamental accounting information for both internal and external economic decision making. Students consider financial and managerial accounting concepts from the perspectives of owners, managers, creditors, and investors.

BA 226 Business Law

*4 credits*

Examines the fundamental subject areas of tort liabilities (both intentional torts and the tort of negligence), contracts, intellectual property law and miscellaneous legal topics. Examines the impact of the same on risk management, cyberlaw and business planning.

BI 101 General Biology: Cells

*4 credits*

Intended for non-biology majors. Examines the organization of cells, including their composition and structure, energy-trapping and use, information storage, and cell division. Three lectures and one 2-hour laboratory.

BI 102 – General Biology: Organisms

*4 credits*

Intended for non-biology majors. Addresses the organization and function of multicellular organisms, with an emphasis on humans or other organisms. Three hours of lecture and one 2-hour laboratory. Prerequisite(s): BI 101.

BI 103 General Biology: Populations

*4 credits*

Intended for non-biology majors. Covers the organization of populations, including Mendelian inheritance, adaptation to the environment, evolution, population growth, communities, ecosystems, and pollution. Three lectures and one 2-hour laboratory. Prerequisite: BI 101.

\*BI 199 Special Studies/Non-Cadaver Human Anatomy I & II

*4 credits each*

Introduction to human structure and function and a study of skeletal and muscular systems. Section II is a continuation of the study of systems of the human body, their structure and function, including nervous, circulatory, and respiratory systems. (Generally accepted as an elective only.)

CCJ 251 - Introduction to Criminal Law

*4 credits*

Surveys the criminal justice process from arrest through appeals. Introduces substantive criminal law, constitutional limits on the law, elements of a crime, legal defenses to criminal liability. Explores the legal limits on criminal justice processes such as search and seizure, confessions and interrogations, pretrial, trial and appellate procedure. Familiarizes students with the jurisdiction, structure, and purpose of federal and state courts.

CH 221 General Chemistry

*3 credits*

Explores and applies principles and applications of chemistry for science majors. Emphasis on atomic and molecular structure, periodic properties of elements, models of chemical bonding, and molecular geometry and its influence on molecular properties. Prerequisite: MTH 111. Corequisite: CH 227 and CH 227R.

CH 227 General Chemistry Laboratory

*2 credits*

Experiments cover the fundamentals of chemical measurements, quantitative relationships in chemical analysis, and understanding atomic and molecular structure. One recitation and one 3-hour laboratory. Approved for University Studies (Explorations Strand G - Sciences). Corequisite(s): CH 221 and CH 227R.

\*COMM 199 Introduction to Conflict & Mediation

*4 credits*

Students become fluent in all aspects of conflict identification and resolution, participate in professional forums and study the nature of conflict at a psychological and sociological foundation.

COMM 210 Public Speaking

*4 credits*

Emphasizes the development of public speaking abilities and critical awareness of the processes, content, and forms of oral communication.

<u>COMM 215 &amp; 215 R Digital Cinema Foundations and Recitation</u>	<i>4 credits total</i>
Provides an introduction to the necessary production processes, equipment, and equipment applications for video field production.	
<u>COMM 216 Studio Techniques for Video Production</u>	<i>4 credits</i>
Provides an introduction to basic equipment and operating techniques of studio production. Explores camera operation, the language of video production, and other necessary equipment and techniques.	
<u>CW 281 Introductory Fiction Writing</u>	<i>4 credits</i>
Acquaints students with principles of fiction writing through imaginative exercises, class discussions, and reading. Students portray characters in scenes and situations that offer insight into the human condition and develop their sense of what an audience gleans from their work.	
<u>CW 282 Introductory Poetry Writing</u>	<i>4 credits</i>
Acquaints students with principles of verse composition and key topics in contemporary poetics. Areas of emphasis include verse forms, sound play, and procedural methods (e.g., chance operations, memory work, recombination, erasure).	
<u>ECON 201 Principles of Microeconomics</u>	<i>4 credits</i>
Introduces consumer and firm behavior and the market process. Explores the economic analysis of different market structures of perfect competition, imperfect competition, and monopoly, along with the principles of income distribution and resource allocation under a market system. Some sections approach the principles of microeconomics by focusing on a particular topic or issue.	
<u>ECON 202 Principles of Macroeconomics</u>	<i>4 credits</i>
Deals with human behavior and choices as they relate to the entire economy. Covers aggregate demand and aggregate supply of goods and services; the effect of taxes and spending on the economy's output and employment; and the Federal Reserve's manipulation of the money supply, inflation, and economic growth. Some sections approach the principles of macroeconomics by focusing on a particular topic or issue.	
<u>ED 207 Culture in the Classroom</u>	<i>3 credits</i>
Credits to be arranged. Repeatable.	
<u>ED 207 Human Development</u>	<i>3 credits</i>
Credits to be arranged. Repeatable.	
<u>ED 207 Global Perspectives in Children's Literature</u>	<i>3 credits</i>
Credits to be arranged. Repeatable.	
<u>ED 209 – Practicum</u>	<i>1 to 3 credits</i>
Credits to be arranged. Repeatable.	
<u>ED 251 - Introduction to Teaching</u>	<i>3 credits</i>
Introduces the historical, philosophical, and contemporary foundations of the American educational system. Fosters an understanding of teaching and learning processes, as well as the legal, financial, and ethical issues involved in today's schools. Analyzes current trends and issues in education and provides students with a framework to make decisions about entering the teaching profession. Provides opportunities to engage in field-based activities. This course includes a practicum component. Approved for University Studies (Explorations Strand F–Social Science).	

ED 252 - Introduction to Social Foundations in Education

*3 credits*

Examines how schools function in today's American democratic society. Exposes the potential discrepancies between the goals and the actual accomplishments of education. Explores the relationship between schools and the larger multicultural society, with emphasis on gender, social class, age, race, and ethnicity issues.

ENG 104 & 105 Introduction to Literature

*4 credits each*

Involves critical reading, discussion, and written analysis of literary texts. ENG 104 focuses on novels and poetry. Students see and review a film when appropriate. ENG 105 explores short fiction and drama. Students attend and review a play.

ENG 208 Explorations in Literary Genre I & II

*4 credits each*

Involves close reading and analysis of texts, with a focus on literary genres. Topics include poetry, novel, essay, film, short story, drama, or a comparison of two or more genres. Some experience with literary analysis recommended. Repeat credit is allowed for different topics.

ENG 209 Literature in the Modern World I & II

*4 credits each*

Focuses on reading and analysis of texts organized around a specific topic, with an emphasis on the literary work in its social and cultural context. Topics vary. Repeat credit is allowed for different topics.

ES 101 - Intro to Environmental Studies: Earth Science

*4 credits*

Provides students with a basic understanding of the Earth's atmosphere, geosphere and hydrosphere. Topics include minerals, rocks, atmospheric and oceanic composition and the structure of the Earth's interior. Provides a framework for students interested in the major processes operating on the Earth's surface and its interior.

ES 101L - Intro to Environmental Studies: Earth Science Lab

*0 credits*

Lab section for ES 101.

ES 102 - Intro to Environmental Studies: Biological Science

*4 credits*

Studies the interactions of organisms with their environments and each other at the levels of individuals, populations, communities, and ecosystems, and how organisms and their interactions are shaped by evolution. Introduces biodiversity, species conservation, and ecosystem services.

ES 102L - Intro to Environmental Studies: Biological Science Lab

*0 credits*

Lab section for ES 102.

\*HST 199 Special Studies/European History I & II

*4 credits each*

A year-long course which surveys European History from approximately 1450 to the present. This course also provides a basic narrative of political and cultural events in modern Europe. (Generally accepted as an elective only)

HST 110 & 111 World Civilizations

*4 credits each*

Examines the development of world civilizations. Emphasizes political, economic, social, religious, and cultural factors. Relates earlier patterns of world civilization to present conditions and problems. HST 110 covers the development of ancient civilizations in Africa, the Americas, Asia, Europe, and the Near East. HST 111 focuses on the development of world civilization during the period leading up to the rise of industrialization in the eighteenth century.

HST 250 & 251 American History and Life

*4 credits each*

Explores United States history and culture from indigenous times to the present. HST 250 begins with indigenous life and culture before European contact and ends with the American Civil War. HST 251 examines industrialization, imperialism, militarism, and consumerism as artifacts of American culture since

1870. Course methods include lecture, discussion of readings, video documentaries, feature film analysis, and small group activities.

IS 250 International Scene

*4 credits*

Introduces current international relations and global issues. Explores why nations go to war and how war might be prevented. Introduces students to changing world affairs and theory which underlay's modern international relations.

MTH 111 Pre-calculus I College Algebra

*4 credits*

Develops skills in algebra and deductive thinking in the real-number setting. Uses algebraic and function concepts to solve problems and analyze applications. Topics include real number properties, absolute value, theory of equations, inequalities, graphs, polynomial and rational functions, and an introduction to complex numbers. Intended for students continuing to Pre-calculus II (MTH 112 ) and Calculus MTH 251.

Prerequisite(s): MTH 95 or appropriate SOU placement level.

MTH 112 Pre-calculus II Elementary Functions

*4 credits*

In-depth study of exponential, logarithmic, and trigonometric functions and their graphs and applications. Topics include Laws of Logarithms, triangle trigonometry, circular functions and graphs, inverse trigonometric functions, and trigonometric equations. Intended as preparation for Calculus I (MTH 251 ). Prerequisite(s): MTH 111 or appropriate SOU placement level.

MTH 243 Introduction to Statistical Methods

*4 credits*

Emphasizes the basic concepts and techniques of probability, descriptive, and inferential statistics. Topics include describing the distribution of data graphically and numerically, standard scores, normal distribution, empirical rule, sampling distributions, confidence intervals, hypothesis testing of both one and two populations, and linear regression. Introduces appropriate technology to display and analyze data. Appropriate calculators are required. Prerequisite(s): MTH 95 or an appropriate SOU placement level.

MTH 244 Applied Inferential Statistics

*4 credits*

Presents an assortment of tools from inferential statistics with an emphasis on applications. Reviews the concepts of hypothesis testing and confidence intervals. Introduces probability distributions of test statistics for various inferential statistical problems. Includes Analysis of Categorical Data (Chi-Square Goodness of Fit Test), Analysis of Variance (ANOVA), Nonparametric Statistics, and a brief introduction to Multiple Linear Regression. Applies the concepts and procedures with appropriate software tools for data analysis.

Prerequisite(s): MTH 243.

MTH 251 Calculus I

*4 credits*

Introduces limits, continuity, and differentiation. Applications include linear approximation, graphing techniques, and maximum/minimum problems. Students are introduced to writing precise mathematical arguments. Prerequisite: MTH 112 or appropriate SOU placement level.

MTH 252 Calculus II

*4 credits*

Introduces integration, developed as a limit of Riemann sums. Covers the first and second forms of the Fundamental Theorem of Calculus, techniques of integration, and numerical integration. Applications are selected from length, area, volume, work, and motion. Students are expected to understand and reproduce precise mathematical arguments. Prerequisite: MTH 251.

MTH 253 Calculus III

*4 credits*

Introduces differential equations, including separation of variables. Other topics include sequences and series, power series representations of functions, and improper integrals. Prerequisite: MTH 252.

- PE 199 Sports Medicine *3 credits*  
Examines the study and practice of sports injury prevention. Includes taping, bandaging, massage, and other therapeutic measures necessary for the care of sports injuries.
- PE 199 Sport Psychology *3 credits*  
This course approaches major topics such as confidence, motivation, leadership, team harmony, mental and physical toughness. The course is designed to help improve performance at sports or any other situation where achievement under the pressure is required.
- PH 112 - Astronomy: The Solar System *3 credits*  
Introduces astronomy, with an emphasis on the solar system. Topics include the origin and history of the solar system; the sun, planets, and moons; comets, meteoroids, and asteroids; a discussion of life in the universe; and the instruments and techniques used in the study of astronomy.
- PH 114 - Astronomy Workshop: The Solar System *1 credit*  
Practical exercises to accompany PH 112.
- PH 113 - Astronomy: The Stars *3 credits*  
Introductory stellar astronomy. Explores historical and contemporary ideas about the origin and evolution of stars, galaxies, and the universe; cosmology; and the techniques and instruments of deep space astronomy.
- PH 115 - Astronomy Workshop: The Stars *1 credit*  
Practical exercises to accompany PH 113.
- PH 201 - General Physics I *3 credits*  
Algebra-based introduction to general physics for science majors. Emphasizes the application of the major concepts of classical and modern physics and the mathematical techniques of problem solving. Topics covered include statics, equations of linear and rotational motion, Newton's laws, work and energy for linear and rotational motion, and the law of universal gravitation.
- PH 224 - General Physics Laboratory I *2 credits*  
Laboratory activities designed to complement PH 201 or PH 221. One 3-hour laboratory.
- PH 221 - General Physics with Calculus I *4 credits*  
Studies the principles necessary for further study in the physical sciences, engineering, and modern biology. Calculus-based topics include statics, equations of linear and rotational motion, Newton's laws, work and energy for linear and rotational motion, and the law of universal gravitation.
- PH 223 - General Physics with Calculus III *4 credits*  
Examines the physics principles necessary for further study in the physical sciences, engineering, and modern biology. Topics include mechanics, waves, sound, thermodynamics, electricity and magnetism, and optics.
- PH 226 - General Physics Laboratory III *2 credits*  
Laboratory activities designed to complement PH 203 or PH 223. One 3-hour laboratory.
- \*PH 199 Astronomy I and II *4 credits each*  
Students will study the elements of the solar system, graphically diagram an observer's position relative to the celestial sphere and the events that occur daily/annually, and comparatively study the earth in relationship

to the other members of the solar system. A variety of telescopes and their optics will be examined. Beyond the solar system, students will study the galaxy and beyond to include topics such as life cycles of the stars, quasars, pulsars, black holes, nebula, and types of galaxies. (Generally accepted as an elective only)

PS 199/SS Survey of Comparative Politics

*4 credits*

Examines the institutional transformation of global politics over the past half century. Students acquire a comprehensive understanding of the global political landscape through a combination of theory-based analyses of regional and international politics (alliances, non-governmental organizations, nation-states, geopolitics, hegemony) and comparative case studies of regime types around the world.

PS 202 Introduction to American Government & Politics

*4 credits*

Examines the formal institutional structure of American national government (e.g Congress, Presidency, Courts etc); the allocation of state and local authority under federalism; and the significant social, economic, and cultural issues characterizing American politics.

PSY 201 General Psychology

*4 credits*

Offers a general survey of the field of psychology covering a range of scientific and applied areas, including methodology, biological basis of behavior, perception, learning, sensation, memory, motivation, thinking, and emotion.

PSY 202 General Psychology

*4 credits*

Offers a general survey of the field of psychology covering a range of scientific and applied areas within the field, including human development, personality assessment, intelligence, maladaptive behavior patterns, treatment approaches, health and well-being, social and cultural groups, and social psychology.

REL 201 Religion: The Human Experience

*4 credits*

Examines religion as a human experience and traces its influence on human concepts of spiritual, cultural, and physical reality. Explores the beliefs and practices of five religious traditions (Judaism, Christianity, Islam, Hinduism, and Buddhism) and their influence on the cultural understanding of the individual; the world and the cosmos; the roles of the individual and the community; social, commercial, and governmental structures; and gender, race, and age. Addresses the influence of religion and religious practice on the philosophy, literature, music, and fine art of a culture.

SOAN 107 Introduction to Human Geography

*4 credits*

Surveys global human diversity using geographic perspectives. Emphasizes basic human geography concepts and skills. Examines regional variation based on language, religion, and other cultural traits; political conflicts; and development of cultural landscapes.

SOAN 108 Global Lands and Livelihoods

*4 credits*

Provides a systematic geographic survey of human economic systems, regions, and activities. Provides a basis for a systematic understanding of resources as environmental and cultural elements. Introduces the tools for analysis of extraction, manufacturing, and service industries. Explores the basic nature and cultural relativity of legal and market economic control functions in regulated market economies. Models spatial interaction and provides fundamental insights into the growth and economic functions of cities.

\*TA 199 Advanced Technical Theatre I & II

*4 credits each*

Students will study the depth and practice in developing designs for the theatre, produce ground plans, front elevations, perspective drawings, costume drawings, plots, cue sheets, and publicity materials. Students will produce set models, light plots, hook-up charts, and edited sound cues. All technical theatre students get hands-on experience in every aspect of technical theatre, declare a focus area of study and complete projects

related to that area of study. All technical theatre students attend a professional production and complete a critique of the production related to its technical aspects and design.

WR 121 English Composition I

*4 credits*

Teaches rhetoric, the writing process, and critical reading and thinking at the college level. Through formal and informal writing the student will identify and use a variety of rhetorical strategies, selecting ones appropriate to a given writing situation and intended audience. Fundamental skills in planning, drafting, revising, and editing lead to essays with focused and argumentative claims, backed by logical reasoning and researched evidence.

WR 122 English Composition II

*4 credits*

Focuses on close reading, organization, and effective expression in academic essays, concentrating primarily on argumentation.

## COMMON DEFINITIONS OF ACADEMIC VOCABULARY

The following definitions of academic vocabulary may prove helpful.

### **Credit**

In general, a student receives one (1) credit for each hour per week a class is held. Most classes are three (3) or four (4) credits, which means they will be held for three (3) or four (4) hours during the week. Classes may meet three (3) times a week for one (1) hour each, or a class may be held one evening a week for three (3) hours. For each credit hour a student should expect to expend 20 hours of outside class effort.

### **Course Reference Numbers (CRN)**

Classes are listed in the schedule with several numbers and letters. The first four (4) or five (5) digit number is the Course Reference Number, or CRN. This is for registration office purposes. The next letters are a prefix which designates the department (e.g. CH = Chemistry, PS = Political Science, and so on). The following three (3) digit number designates the Course Level (e.g. CH 100 = Chemistry at the 100 freshman level).

### **Co-requisite**

Indicates a course that is taken simultaneously with the course described. For ASC students, a co-requisite most often indicates a lab accompanying a science course.

### **General Education Requirements**

SOU, as with most universities, requires students to take a core of “general education” classes in addition to the student's major course work. Forty-nine credits of general education are required at this university, and these classes are listed in the [Southern Oregon University Course Catalog](#) and the [Schedule of Classes](#).

### **Non-admitted Student**

ASC high school students register as non-admitted students and must be able to meet the academic qualifications for entry into the Advanced Southern Credit class. They are not admitted to pursue a degree program or to attend the University full time. ASC Instructors will provide information about how to access the non-admitted student registration form online at the appropriate times during the school year.

### **Prerequisite**

Any courses listed as prerequisite means that a student must first complete that specific course before enrolling in the one it is listed as a prerequisite for. For instance, if HST 250 is listed as a prerequisite for HST 251, then a student must successfully complete HST 250 before enrolling in HST 251.

### **Special Studies**

Courses that carry an SS designation are Special Studies credits which means that the curriculum credits earned by the student are ‘to be arranged’ under the direction of the SOU faculty. Some ASC courses have been designated SS because high school facilities may not provide all of the equipment or technology to replicate the aligned course offered at SOU. In such cases, the SS designation and the 199 course number indicate this.

### **Term vs. Semester**

SOU offers classes in Terms representing approximately one-third of the academic year and one-quarter of the calendar year. Terms may be fall, winter, or spring. Most high schools operate on a fall/spring semester system. ASC courses are aligned with SOU Terms and will appear as such on official transcripts.

## PROPOSAL FORMAT FOR ADVANCED SOUTHERN CREDIT COURSE APPROVAL

To submit a course proposal to Southern Oregon University, all potential and renewing instructors are expected to:

1. Submit a copy of your professional vita/resume
  2. Submit copies of your unofficial undergraduate and graduate academic transcripts
  3. Complete the proposal form, modeled after the form below
  4. Submit a copy of your course syllabus and a course outline
- 

1. SOU Course Title

Example: "Calculus I"

2. High School Course Title

Example: "AP Calculus at Phoenix High School"

3. Course Description and Number *MTH 251*

*(Leave this blank if you don't know what it is.)*

4. What Term Do You Want To Offer Your Course?

Fall, Winter, Spring. We recommend Fall and Spring for two semester courses.

5. Instructor Name

6. Credit Hours. How many credits is your course?

Note: When assessing the number of credit hours for your course, please keep in mind the following.

For a lecture course...at least ten (10) contact hours must be scheduled for each credit hour. Contact hours are defined by the amount of time the student has contact with the instructor in a classroom setting.

At least twenty (20) effort hours outside of class are required for each credit hour. Effort hours include time students spend reading, conducting research, preparing projects or papers, studying or other class assignments.

1 credit = 10 contact hours = 20 effort hours

2 credits = 20 contact hours = 40 effort hours

3 credits = 30 contact hours = 60 effort hours

4 credits = 40 contact hours = 80 effort hours

A high school semester course is usually 4 SOU credits, and a year-long high school course is usually 8 SOU credits. When considering time expectations, please strive to fit into the 4 or 8 credit category, as this aligns closely with the university. With summer readings, it is possible to make a course eligible for 12 credits at the university department's discretion.

7. Location and Time Schedule

List the dates and times when the class will meet. This can be generalized to fit the full high school year.

For example "We meet four days a week, September through January; average student-instructor contact time is two-and-a-half hours each week"

8. Class Size Limit (if any)

It is ok to simply put something like "as determined by high school counselors, generally between 25 and 28" or just put "25"

9. General Course Description

Please provide a paragraph which describes the course. This should be worded as though it were going to be included in a list of course descriptions.

10. Course Objectives

Describe in detail the objectives of your course. You may list them numerically in a "Students will..." format if you'd like, or in any other manner you prefer. Please strive to be clear and concise in your wording.

11. Curriculum Summary

Specify the course content for class meetings, including topics to be covered, readings and assignments. (You may consider submitting a course syllabus or briefly outlining it here within this proposal)  
Be sure to clearly identify any textbooks, novels or other major readings students will be using.

12. Evaluation Techniques

Describe in detail the requirements students will need to fulfill this course. Be explicit in describing the techniques utilized to evaluate and grade students. Attendance, class projects, exams, readings and term or research papers need to be described in detail.

13. Grading Method

Undergraduate level courses, including ASC courses, may only be offered for a letter grade A-F.

14. Contact Person

Please list the contact person, telephone number and email in case any questions should arise. This is usually the instructor, but may sometimes be someone else.

Please return this proposal along with all supporting materials to:

Stephanie Butler,  
Assistant Director, Pre-College Programs  
[butlers@sou.edu](mailto:butlers@sou.edu)  
(541) 552-6916

Southern Oregon University  
Division of Outreach and Engagement  
1250 Siskiyou Boulevard  
Ashland, Oregon 97520

## LINKS TO DUAL CREDIT AND COLLEGE PREP RESOURCES

### **Career College Collaborative (C3)**

[The Career College Collaborative C3](#) works to mobilize counselors, building administrators, and youth advisors to accelerate Oregon's progress toward two of our state's most ambitious goals--100% high school graduation and 80% postsecondary completion. We believe that when these key adults are coordinated and equipped to engage all students, especially low-income students, on viable pathways to postsecondary and career opportunities, Oregon's graduation rates will soar.

### **The College Board**

[The College Board](#) is a not-for-profit membership organization committed to excellence and equity in education. "Our mission is to connect students to college success and opportunities. We promote excellence and equity in education through programs for K–12 and higher education institutions, and by providing students a path to college opportunities, including financial support and scholarships."

### **Higher Education Coordinating Commission**

The State of Oregon's [Higher Education Coordinating Commission](#) (HECC) envisions a future in which all Oregonians—and especially those whom our systems have underserved and marginalized—benefit from the transformational power of high-quality postsecondary education and training.

### **Oregon Department of Education Dual Credit Standards Information**

"Dual Credit" is defined as awarding secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college board policy. Dual Credit courses are designed to help high school students' progress through postsecondary education by eliminating duplication of course work and/or proficiencies. This site offers information on [Dual Credit Program Standards](#) and studies that have been conducted to examine the efficacy of these programs throughout the state.

### **Oregon Transfer Compass Development**

"In 2017, as a result of collaboration among the Higher Education Coordinating Commission (HECC), Oregon's community colleges and public universities, and lawmakers, the State Legislature passed House Bill 2998, a bill designed to streamline transfer between Oregon's community colleges and public universities. The legislation directs the HECC to bring together community colleges and universities to establish statewide "foundational curricula," now called [Core Transfer Maps](#), of at least 30 credits and major-specific "unified statewide transfer agreements," now called [Major Transfer Maps](#), that prepare students for transfer into one of Oregon's public universities in a particular major."

### **National Alliance of Concurrent Enrollment Programs**

[NACEP](#) is a professional organization for education professionals administering or participating in concurrent enrollment partnerships and that fosters and supports rigorous concurrent enrollment. Established in 1999 in response to the dramatic increase in concurrent enrollment courses throughout the country, NACEP serves as a national accrediting body and supports all members by providing standards of excellence, research, communication, and advocacy.

**Please Print Clearly:**

LAST NAME: \_\_\_\_\_ FIRST \_\_\_\_\_ M.I. \_\_\_\_\_

SOU ID #: \_\_\_\_\_

JOB TITLE: \_\_\_\_\_

DEPT: \_\_\_\_\_ OFFICE #: \_\_\_\_\_ PHONE: \_\_\_\_\_

**Please check your appropriate category boxes below:**

- |   |   |
|---|---|
| <input type="checkbox"/> Permanent Faculty    | <input type="checkbox"/> Adjunct Faculty      |
| <input type="checkbox"/> Staff (Unclassified) | <input type="checkbox"/> Staff (Classified)   |
| <input type="checkbox"/> Student Employee     | <input type="checkbox"/> Other(specify) _____ |

**Account Type (check all that apply):**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Network/Email | <input type="checkbox"/> Banner Student/Finance/HR | <input type="checkbox"/> Email-only Account |
|--|--|---|

Intended use for Banner Account: \_\_\_\_\_

If you need the same Banner access as another user, please list their name here: \_\_\_\_\_

**IMPORTANT INSTRUCTIONS** – Sign below and submit to your VP/Director/Dean or Chair. Once completed, send this form to the Information Technology department through your Computing Coordinator or the IT Help Desk.

I have read and agree to abide by the SOU Acceptable Use Policy regarding the computer account(s) requested.

User Signature: \_\_\_\_\_ Date: \_\_\_\_\_

INTERNAL USE ONLY ROUTING SLIP	
Ticket Number:	_____
Account Name:	_____
Banner Name:	_____
VMS Group:	_____
VMS Funct Area:	_____
	Date / Initial
Date Received:	_____ / _____
Banner Acct:	_____ / _____
Network Acct:	_____ / _____
Notified:	_____ / _____
Spoke to:	Left message: _____

<b><u>Must be completed by VP/Director/Dean or Chair</u></b>	
Account Duration:	<input type="checkbox"/> Indefinite <input type="checkbox"/> Temporary (Enter expiration date here) _____
<b>LONG DISTANCE CALLING CODE:</b> List an Index Code to authorize a Long Distance Calling Code for this employee _____	
Signature of VP/Director/Dean/Chair:	_____ Date: _____
Name (please print):	_____ Title: _____

**INFORMATION TECHNOLOGY  
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974**

**SUMMARY OF THE LAW**

1. The law applies to all students in higher education, regardless of age, once they begin attending classes. The law continues to apply to students even after they have graduated, but ceases to apply upon the death of the student.
2. We may not disclose any information about students, other than directory information, to unauthorized persons or organizations. Non-disclosable information includes things like social security number, grades, academic standing, which classes a student is enrolled in, how many credit hours the student has earned, test scores, student disciplinary records and any other information considered an educational record.
3. Authorized persons and organizations are those who have a legitimate educational interest.
  1. They include employees of SOU, OUS, the US Department of Education and other education authorities carrying out official duties, as well as financial aid lenders. Also included are organizations which SOU has contracted with; these organizations are agents of the university. An example is the National Student Loan Clearinghouse.
  2. A legitimate educational interest means that the person or organization is required to perform certain duties and these duties involve the use of student data.
  3. Further, a legitimate educational interest in one area does not constitute the right to access student data in other areas. For example, a faculty member must be able to access data about the students he or she is advising. However, this does not automatically give the faculty member the right to access data on students whom he or she is not advising or teaching, or to access data not related to the teaching function.
4. Directory information at SOU includes: name, local and permanent addresses and telephone numbers, date and place of birth, academic major, participation in officially recognized activities and sports, dates of attendance, enrollment status, degrees and awards received, and the most recent previous institution attended.
5. A student may declare him or herself to be "Confidential" in which case we cannot release any information, even directory information. In fact, we do not even acknowledge that the student is at SOU. This is a very important provision given that some students may be victims of stalkers or simply wish to protect their privacy. Obviously, this restriction does not apply when providing information to those who have a legitimate educational interest.
6. Persons who are not authorized to receive student data, but who may apply a great deal of pressure include: parents, relatives, spouses and ex-spouses, employers or potential employers, attorneys and other representatives of law firms, and representatives of a variety of other types of organizations (e.g., collection agencies). To repeat, the only information we may give out to people like this is directory information. If you receive a phone call or a visit from someone like this, you should direct the call or person to the Registrar's Office.
7. There are exceptions to the rule of non-disclosure which involve health and safety. This means that, to prevent sickness, injury or death, we may disclose information usually held to be protected. Also, an agent of the court with a properly issued court order or subpoena may also receive student data, though we must first attempt to notify the student before complying with the subpoena. All cases like these should be referred to the Registrar's Office, which, in turn, consults with legal counsel before complying.
8. Students have other rights under FERPA. These include:
  1. To be informed of third parties seeking access to their records (e.g., a subpoena).
  2. To view SOU's written policy regarding their educational records.
  3. To be assured their educational records will not be used for purposes other than those for which they were collected.
  4. To inspect and review their educational records.

5. To challenge the contents of their educational records.
6. To have a hearing if the challenge to their educational records is unsuccessful.
7. To file an explanation if the challenge is denied.
8. To file a complaint with the US Department of Education on alleged FERPA violations.
9. An educational record is one directly related to a student and maintained by the institution or a party acting for the institution. This definition covers many kinds of records kept at SOU. These include records kept in any of the following campus offices:
  1. Admissions
  2. Registrar
  3. Financial Aid
  4. Business Services
  5. Academic advisor
  6. Academic department
  7. Career Placement
  8. Student Counseling
  9. SOU administrator
  10. Student Services

(sole possession notes are exempt)
10. Non-educational records are:
  1. Personal records kept by a staff member if kept in the sole possession of the one who made the record and never revealed to another individual.
  2. Law enforcement records maintained solely for law enforcement purposes and revealed only to law enforcement agencies.
  3. Employment records of those whose employment is not contingent upon being a student.
  4. Medical or psychiatric records maintained by the SOU Health and Wellness Center and not revealed to those involved with such treatment.
  5. Alumni records containing non-student data collected on students who no longer attend. This is data which has been collected after the last date of attendance or graduation.
11. Educational records which students cannot review:
  1. Records which do not contain educational information or do not fall into the category of education records because of how they are maintained.
  2. Financial records of parents.
  3. Confidential records placed in education records prior to 1975 if they are used as intended.
  4. Confidential recommendations or receipts of honors if the student has waived the right of access to such information.
  5. Documents containing information on more than one student.

**\*\*\*Important Note from Information Technology:**

Since September 11, 2001, the Congress passed new legislation which allows the Attorney General (or a designee) to present a subpoena for a student's records where the student is a subject of interest related to enforcement of laws related to terrorism. The subpoena may require that the student expressly NOT be notified. SOU is required to respond to such a subpoena. If you are served with such a subpoena, you should refer the individual to either the Registrar's Office or the Provost's Office.

**SOUTHERN OREGON UNIVERSITY  
ADVANCED SOUTHERN CREDIT (ASC) PROGRAM  
AFFILIATE ADJUNCT FACULTY STATEMENT OF UNDERSTANDING  
OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)  
Required for Banner SIS Account**

I understand that, by virtue of my affiliation with Southern Oregon University, I may have access to records which contain individually identifiable information, the disclosure of which is prohibited by the Family Educational Rights and Privacy Act of 1974. I acknowledge that I fully understand that the intentional disclosure by me of this information to any unauthorized person could subject me to criminal and civil penalties imposed by law. I further acknowledge that such willful or unauthorized disclosure also violates SOU policy and could constitute just cause for disciplinary action including termination of my affiliation regardless of whether criminal or civil penalties are imposed.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
ASC INSTRUCTOR SIGNATURE

Advanced Southern Credit (ASC) Faculty affiliated with SOU are given Banner SIS accounts where they will have access to confidential student information, are to read and sign this Statement of Understanding as a condition of their receiving a Banner SIS Account. Specific questions regarding FERPA application and/or interpretation should be directed to the Registrar.



# Student Consent for Release of Non-Directory Information

SOUTHERN OREGON UNIVERSITY – ENROLLMENT SERVICES CENTER – 1250 SISKIYOU BLVD., ASHLAND, OR 97520  
PHONE (541)552- 6600 – FAX (541)552-6614 – ESC@SOU.EDU – WWW.SOU.EDU/ENROLLMENT

SOU, in compliance with the Family Educational Rights and Privacy Act (FERPA), requires written consent of the student authorizing the disclosure of non-directory information from their record.

Please complete the following form and submit it to the Enrollment Services Center.

### 1. STUDENT INFORMATION:

Name \_\_\_\_\_ Student ID # \_\_\_\_\_ Phone \_\_\_\_\_

### 2. TYPE OF RELEASE (check one):

- Release of student records until revoked by me in writing and delivered to SOU.
- One-time only release of student records.

(Note: If you signed a confidentiality request, you must submit a one-time only release for each release of information).

- I wish to revoke the current consent for release I have on record (skip sections 3-6 and sign section 7).

### 3. STUDENT RECORDS/INFORMATION TO BE RELEASED (check all that apply):

- Enrollment/Admissions/Academic Records – such as grades, applications/admissions decisions, and/or registration.
- Billing/Student Account Information – such as billing statements, charges, payments, and/or account balances.
- Financial Aid Information – such as aid awards, disbursements, eligibility, and/or status.
- University Housing Information – such as contracts, assignments, and/or conduct.
- Participation/Performance in Special Programs – such as Athletics, Disability Resources, and/or Success at Southern.
- Academic Advising – such as advising comments, advising record of plan, and/or progress towards graduation.
- Conduct – such as academic and general conduct, disciplinary actions/proceedings, and/or sanctions/status.
- Dean of Students Office – such as personal, social, and behavioral information.
- All of the Above

### 4. RELEASE RECORDS TO (specify person(s) and relationship (s), or institutions(s):

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### 5. REASON FOR RELEASE OF RECORDS:

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### 6. REQUIRED FERPA PASSWORD:

Information will be disclosed to the person(s) or institution(s) indicated above, only after they initiate a request and provide the FERPA password set up by the student. Please indicate a word or code you wish to use below:

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### 7. STUDENT SIGNATURE:

I understand that: The information specified on this form is being released to a third party at my request, with the understanding that this party will not release it to any other parties. Providing this release DOES NOT grant a third party the ability to conduct institutional business on my behalf and only permits for the release of records and/or information. Institutional officials have the prerogative to permit or disallow the presence/participation of a third party in the conducting of institutional business/conversations - my presence and engagement will be required for all such business/conversations. This authorization will remain in effect until I formally revoke it in writing. Southern Oregon University is released from all legal responsibility or liability for the release of the above-referenced information.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Southern Oregon University**

### **Computing Resources Acceptable Use Policy**

In support of the Southern Oregon University's educational mission, the SOU Information Technology (IT) department provides computing, networking, and information resources to the University community of students, faculty, and staff.

#### **Rights and Responsibilities**

Computers and networks can provide access to resources on and off campus, as well as the ability to communicate with other users worldwide. Such open access is a privilege, and requires that individual users act responsibly. Users must respect the rights of other users, respect the integrity of the systems and related physical resources, and observe all relevant laws, regulations, and contractual obligations. This includes complying with policies and obligations of organizations with whom SOU contracts for computing, networking, and information products and services used by students, and employees of Southern Oregon University.

#### **Electronic Privacy**

Users have a responsibility to respect the privacy of others. Violations of this responsibility include, but are not limited to:

- Using a computer account that you are not authorized to use. Obtaining a password for a computer account other than your own, or giving your password to anyone else.
- Using the Campus Network to gain unauthorized access to any computer system.
- Attempting to circumvent data protection schemes or exploit security flaws.
- Masking or forging the identity of an account, individual, or machine.
- Attempting to monitor or tamper with another user's electronic communications, or reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner.
- Accessing clearly confidential files that may be inadvertently publicly readable.
- Accessing confidential information about a person (such as their educational records) without their consent or other authorization.

#### **Interpersonal Conduct**

Users are expected to follow acceptable standards of ethics and conduct in their electronic interactions with others. Inappropriate conduct includes:

- Using electronic mail to harass or threaten others, or to send inappropriate mass mailings.
- This includes sending repeated, unwanted email to another user; initiating or propagating electronic chain letters; sending multiple mailings to news groups, mailing lists, or individuals (e.g., *spamming*, *flooding*, or *bombing*).
- Posting materials on electronic bulletin boards, or otherwise transmitting or reproducing materials that are slanderous or defamatory in nature, or that otherwise violate existing laws or the University's codes of conduct.
- Displaying obscene, lewd, or sexually harassing images or text in a public computer facility or location that can be in view of others, or the unsolicited distribution of these materials.

#### **Interference with Computer Use or Operations**

Efforts to interfere with the use or operation of University computing resources are prohibited. These include, but are not limited to:

- Knowingly performing an act which will result in the denial of service to other users by rendering equipment or systems unusable or otherwise interfering with the normal operation of computers, terminals, peripherals, or networks.
- Knowingly running or installing on any computer system or network, or giving to another user, a program intended to damage or to place excessive load on a computer system or network. This includes but is not limited to programs known as computer viruses, Trojan horses, and worms.
- Wasting or overloading computing resources. This includes printing too many copies of a document or other unnecessary output; using networked resources for recreational participation in online/network chats and computer games; and high-bandwidth activities such as uploading, downloading, or sharing software, music, video, and other media files, whether through FTP, a centralized service (such as Napster), through peer-to-peer sharing (such as Gnutella), or other arrangement, for personal or recreational use.
- Unauthorized interception or diversion of network transmissions.

### **Recognition of Other Laws and Policies**

Southern Oregon University complies with all United States copyright laws. Users are responsible for understanding and obeying both the policies set forth in this document and the laws and policies of other entities and organizations. Special attention should be paid to avoid:

- Violating terms of applicable software licensing agreements or copyright laws.
- Specifically, computer software protected by copyright is not to be copied from, into, or by using campus computing resources, except as permitted by law or as consistent with software licensing.
- Violating copyright laws and their fair use provisions through inappropriate reproduction, dissemination, or use of peer to peer technologies to obtain or disseminate copyrighted text, images, music, video, or other copyrighted material.
- Using university resources for commercial activity such as creating products or services for sale.
- Giving or selling access for an account or services to anyone who would not normally be able to access that account or receive such services (this includes giving access to your own account as well as to someone else's).
- Participating in any activities that violate existing federal and state laws, university regulations and policies (e.g. Student Computer Lab rules) or terms and conditions for specific electronic services, databases, etc. accessible through the SOU or OUS System networks.

### **Enforcement**

The University reserves the right to monitor and record on an exception basis, the usage of all computing resources when prohibited, threatening, or abusive behavior has been observed or reported, whether observed by another user or by IT professionals as part of normal system maintenance. The University may use information gained in this way in disciplinary or criminal proceedings. An individual's access to computer resources may be suspended immediately upon the discovery of a possible violation of these policies. Violation of these policies will be reported to the appropriate area for possible disciplinary action. Penalties may be imposed under one or more of the following: Southern Oregon University regulations, Oregon University System regulations, Oregon law, or the laws of the United States. Offenses which are in violation of local, state, or federal laws will result in the immediate loss of computing privileges, and will be reported to the appropriate University and law enforcement authorities.