



ADVANCED SOUTHERN CREDIT

STUDENT/PARENT HANDBOOK 2012 - 2013

**SOU DIVISION OF CONTINUING EDUCATION
PRE-COLLEGE YOUTH PROGRAMS**

SOUTHERN OREGON UNIVERSITY
ADVANCED SOUTHERN CREDIT PROGRAM HANDBOOK
FOR STUDENTS AND PARENTS

Table of Contents

Welcome Letter.....	3
About Southern Oregon University	4
The Advanced Southern Credit Program.....	6
History.....	6
Accreditation.....	6
Benefits	6
Program Implementation	7
Frequently Asked Questions.....	8
Qualification of Instructors.....	8
Eligibility	8
Student Status.....	8
Registration.....	8
Cost	8
Financial Aid.....	8
Payment.....	8
Withdrawals & Refunds.....	9
FERPA Information	9
Social Security Number/Tax Information.....	9
SOU ID Number	10
ASC Credit Transfer	10
Viewing Grades	10
Ordering Transcripts	11
ASC vs. AP Credits.....	11
RCC COLLEGE NOW Program	12
SOU Administration and High School Contact Information	13
ASC Courses offered in Participating High schools	15
Course Descriptions	18
Vocabulary Definitions	24
Forms.....	26
High School Non-admit Enrollment Form	26
FERPA Form	27
Links	28
Dual Credit Research.....	29
AP Scores awarded through OUS	31



“Having college credits on my academic resume looks good on my college applications.” –Ashland High School Student

To our students and parents:

Welcome to Advanced Southern Credit (ASC), a 31 year old concurrent enrollment program administered by Southern Oregon University and Southern Oregon area high schools. ASC is a high quality educational program which allows regional high school students the opportunity to enroll in academically challenging and stimulating coursework, to enhance high school transcripts for university admission and, in many cases, to save 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 in their subject area, and has approved them for adjunct faculty status. These instructors partner 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 offered as part of a customary high school curriculum most often in conjunction with an Advanced Placement (AP) class where students have the option of registering for Southern Oregon University credit while fulfilling AP requirements.

SOU Credit earned in an ASC course is regular Southern Oregon University credit and is recorded on a transcript by the university’s Registrar’s office. Throughout the United States, these courses are commonly called dual credit courses.

The purpose of this handbook is to provide up-to-date information about the Advanced Southern Credit Program for students and parents. This handbook and additional information may be found at the university website: www.sou.edu/youth

Should you have questions that are not answered in the handbook, please feel free to contact me for assistance at 541-552-6916, by email at butlers@sou.edu or by calling the SOU Pre-College Youth Programs Office at 541-552-6452. I wish you the very best of luck with your coursework this year.

Warm Regards,
Stephanie Butler
Pre-College Youth Programs Coordinator

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

The following is excerpted from the 2011-2012 Southern Oregon University catalog.

It may be found online at www.sou.edu

Approximately 6,744 students Women 58%, Men 42% Ethnic minorities: 13.9%
Student to faculty ratio: 21:1 Average class size: 24
Faculty with Ph.D. (or highest degree in their field): 93%

Mission Statement

Southern Oregon University is an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship.

Commitments

Southern Oregon University is committed to a challenging and practical liberal arts education centered on student learning, accessibility, and civic engagement; academic programs, partnerships, public service, outreach, sustainable practices, and economic development activities that address regional needs such as health and human services, business, and education; and outstanding programs that draw on and enrich our unique arts community and bioregion.

The University

Southern Oregon University (SOU) is a contemporary, public liberal arts and sciences university with selected professional programs at the bachelor's and master's levels. One of seven institutions in the Oregon University System (OUS), SOU provides intellectual and personal growth through quality education. The University emphasizes critical thinking, career preparation, and the capacity to live and lead in a multicultural, global society. In 2009, Southern Oregon University was named by The New York Times as a "hidden gem" of higher education.

SOU serves the whole of southern Oregon and the northernmost counties of California. The University is a major partner in the economic, cultural, and environmental developments of this vast area, offering students valuable opportunities to participate. The OUS-designated Center of Excellence in the Fine and Performing Arts, Southern is also gaining recognition for its outstanding education and research in science fields and technology.

SOU's culture of close faculty-student mentoring relationships is ideal for undergraduate instruction. Classes are taught by faculty with the highest degrees in their fields (93 percent) in a friendly, service-oriented environment. Hands-on experiences in research and community projects complement classroom, laboratory, and studio learning. The Accelerated Baccalaureate Degree Program and other special programs and certificates are also available. The University's rising national reputation is based on its faculty's notable research and creative talents, as well as its practical liberal learning. Southern is one of twenty-four institutions across the nation to be selected for membership in the Council of Public Liberal Arts Colleges (COPLAC). SOU is engaged internationally through its many students from other nations, exchange programs, and longstanding sister university alliances, the flagship being the Universidad de Guanajuato, Mexico.

Southern serves a growing number of students who commute from as far away as Grants Pass, Oregon, and Redding, California, as well as providing many educational programs and services at the Medford Campus. SOU has fruitful and growing partnerships with community

colleges, especially Rogue Community College (RCC) and the College of the Siskiyous, and with such universities as Oregon Health & Science University.

University Accreditation

Southern Oregon University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The Department of Chemistry programs have earned the approval of the American Chemical Society. The programs of the School of Education are accredited by the Oregon Teacher Standards and Practices Commission. The Department of Music is an accredited member of the National Association of Schools of Music.

OVERVIEW AND ADMINISTRATION OF THE ADVANCED SOUTHERN CREDIT (ASC) PROGRAM SOUTHERN OREGON UNIVERSITY

History

Southern Oregon University established the ASC program more than 30 years ago with pilot programs at Crater and Phoenix high schools. Since that time, the program has been regularly evaluated by the university and high school faculties and administration.

ASC success is evidenced by a continuing commitment to the program by the university and the high schools, by requests for expansion into a variety of disciplines, by the academic success of students involved in ASC courses, and by a high level of satisfaction expressed by students, faculty and administrators.

Advanced Southern Credit Program Accreditation

In accordance with the State's Oregon University System requirements, the Advanced Southern Credit Program staff has submitted an application to gain accreditation. In keeping with National trends, *"dual credit program approval standards were developed in collaboration with community college representatives, Oregon University System representatives and the Oregon Department of Education and secondary school representatives. The standards were adopted by the Joint Board of Education in January of 2009 to help guide the development of a quality program. The standards provide broad expectations for program design, implementation, management and continuous improvement. The standards are heavily influenced, and indebted to, the National Alliance of Concurrent Enrollment Partnerships."* While SOU's Advanced Southern Credit Program already meets or exceeds many of the requirements for accreditation, we are taking this opportunity to expand and improve on everything from programmatic oversight to strengthening the tangible relationships between SOU and ASC faculty.

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 courses are sponsored (the instructor is paid by the high school, not the university), students receive a significant tuition reduction. In addition, existing research suggests that ASC programs alleviate the effects of high school boredom and may assist in the retention of some high school students. Universities are increasingly viewing dual credit on a student's transcript as a predictor of achievement and potential 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, involve students in establishing educational goals and better serve 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 university requirements.

Program Implementation and Administration

The program is established and 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 department and its faculty, the Director of the Division of Continuing Education's Pre-College Youth Programs, and Southern Oregon University's administration. Once a course has been approved, the Pre-College Youth Programs Coordinator acts as the liaison between high school and university faculty. ASC course proposals must be renewed and reapproved by SOU faculty and administration every three years.

The ASC Program Coordinator, along with the Director of Pre-College Programs and support staff facilitate the coordination, implementation and oversight of the program and handle program logistics.

The Southern Oregon University Division of Continuing Education Pre-College Staff, with cooperation from participating schools and instructors, administers registrations, tuition payments, course withdrawals/tuition refunds, and calendar issues.

FREQUENTLY ASKED QUESTIONS FOR PROSPECTIVE AND CURRENT STUDENTS

What are the Qualifications of ASC instructors?

ASC instructors are considered to be adjunct faculty at the university, although they are not on the university payroll. The preferred minimum degree for ASC instructors is a Master's Degree in the subject area (or a related area) being taught. Quality teaching experience and/or applicable professional experience may be substituted for an advanced degree, at the discretion of the academic department at the university. The academic department reserves the right to evaluate and approve instructional high school faculty. Interaction between SOU faculty and ASC instructors occurs through professional development seminars provided by each department during the school year. ASC adjunct faculty are supported by their individual school administrations to attend these seminars. SOU faculty are also invited to speak in area high school classrooms in their fields of expertise.

Who is Eligible to Enroll in an ASC Class?

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.

What is the Status of an ASC Student at SOU?

ASC high school students register as non-admitted undergraduate 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 Students Register for an ASC course?

ASC adjunct faculty (high school instructors) will distribute Non-admitted Student Enrollment Forms for students to register in the program. A copy of this form appears in the section for forms at the end of this handbook. Students must complete the form being sure to include all required information. It must then be returned to the ASC instructor by the pre-determined deadline. A bill will be mailed after registration. The student's advisor or ASC instructor must authorize that the student meets the academic standards of the course by signing the form.

What is the Cost of the Program?

During the 2012-2013 academic year the Advanced Southern Credit fee is \$40.00 per credit. Tuition for a four credit ASC course is \$160.00. By contrast, to enroll at Southern Oregon University as a fulltime undergraduate student, a four credit course plus institution fees would cost \$767.00. At a fraction of the university's normal tuition rate, these classes offer a real financial savings to each student.

Is Financial Aid Available?

Because the cost savings are so great for students in the ASC program with an 80% reduction in SOU tuition, there is no financial aid available from the university. Check with your high school to find out if there are scholarships or other resources available from your school or community.

How Do I Pay for Credits?

You will be billed after we register you for classes. Pay your bill promptly when it arrives.

For credit card payment, go to www.sou.edu/sis, click [Family & Friends Electronic Payment](#), and follow the online instructions. You may select "Pay without registering", with no need to login.

You will need your SOU ID # and the total amount due which are printed on the invoice. You may mail a check or money order per the invoice instructions to SOU ESC, 1250 Siskiyou Blvd., Ashland, OR 97520. Payments by check or money order must be made out to SOU. Please do not send cash. Enclose the remittance copy of the bill to ensure proper credit and write the student ID number on the check or money order. Cash payments may only be made in person at the Division of Continuing Education/Pre-College Youth Programs (next to Omar's Restaurant) on Siskiyou Boulevard in Ashland, or at the Higher Education Center, 101 South Bartlett Street in Medford.

Interest charges will accrue on overdue balances, so please pay promptly!

Can I Withdraw from an ASC Class?

Students wishing to withdraw from a class without establishing a Southern Oregon University record of transcript should contact the Division of Continuing Education office as early as possible during the ASC course. In special situations, determined on an individual basis, a student may be allowed to withdraw from a class without a record of transcript up to the last week of class (meaning up to, but not including, the week during which final examinations are administered.)

Can Tuition be Refunded?

Any participating student wishing to withdraw from or drop an ASC course will **not** receive a 100% tuition refund as the student has been attending class at his high school for several weeks prior to registration. Any request for tuition refunds will be reviewed on a case by case basis to determine if any amount of refund is appropriate. We encourage students to be fully committed to succeeding in an ASC course before they register as these grades follow them throughout their academic career.

What is the Family Educational Rights and Privacy Act (FERPA)?

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.

FERPA gives parents certain rights with respect to their children's education records. ***These rights transfer to the student when he or she reaches the age of 18 OR attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."***

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. ASC students are considered "eligible students" protected by this law and their parents will not be able to access their student records or transcripts unless the student signs the FERPA Form giving them permission to do so. A copy of this form appears in the section for forms at the end of this handbook.

Social Security Information/Tax Information

SOU does not require nor recommend the disclosure of student's Social Security Number at the time of registration. Each student will receive a 1098-T form for tax reporting on qualified tuition as outlined in the Internal Revenue Code section 6050S. This form will have your SOU ID# on it; however, for reporting to the IRS this form must have your Social Security Number on it. Please go to irs.gov/pub/irs-pdf/fw9.pdf and complete a W-9 form and submit the completed form to Southern Oregon University, Business Services/Bursar's Office, 1250 Siskiyou Blvd, Ashland, OR 97520.

The University makes every effort to keep a Social Security Number (SSN) confidential. If it is entered into the database it is immediately converted to an SOU ID number. If a SSN is not provided on the form mentioned above, the IRS requires SOU to send a series of letters to the student attempting to obtain it.

What is an SOU Student ID Number?

The 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.

How is ASC Credit Transferred?

All courses offered in this program are regular Southern Oregon University classes in every respect, including standard numbering, titles, descriptions, and credits. This means ASC earned credits are accepted at colleges and universities in the Oregon University System. Students should not anticipate problems transferring credits to out-of-state institutions; however, various policies do exist among colleges and universities regarding credit transfer, credit equivalencies, and simultaneous high school and college credit. In addition, some universities ask for documentation to ensure quality in college-high programs.

- ASC classes are an example of nationally recognized programs of college courses taught in high school (also known as "dual credit").
- ASC classes are immediately awarded university credit by Southern Oregon University which is an accredited university.
- SOU credit awarded for ASC classes is accepted by all Oregon University System institutions.
- Other colleges and universities will transfer credits according to their own credit transfer policies.
- Most colleges and universities do transfer ASC credit just as they would any other Southern Oregon University credit, but there are differences in how the credit will be applied (as an "elective" or to replace or supplement specific college or major requirements).
- Some universities prefer students take national Advanced Placement (AP) Exams; some are not concerned with AP exams, believing class work to be a better indicator of a student's ability.
- Some private universities, while acknowledging dual credit as an admissions preference, will not transfer credit that has been earned as simultaneous high school and university credit.

Our Recommendations

We recommend that high school students taking dual credit courses and planning to attend colleges or universities outside of the Oregon University System take the following steps:

1. Contact the Admissions Office at specific schools being considered to find out the institution's current policies regarding 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 desires documentation regarding the ASC program, students may contact the Southern Oregon University Pre-College Youth Programs Coordinator, Stephanie Butler for assistance at 541-552-6916 or by email at butlers@sou.edu.

How Do I View My Grades?

The Registrar's office at Southern Oregon University does not mail grade reports to students. Students can view their grades via the internet where it is possible to print an unofficial transcript.

1. Go to the SOU home page at www.sou.edu
2. At the top of the page is a link to "MY SOU". Hit the link but *do not attempt to sign in*.
3. Look down the page to find the "Alumni and Former Students" section.
4. At the bottom of the section is the link "Log in to SISWEB." Hit that link.
5. You will now be on the page to log in.
6. You will input your Student ID Number (or your Social Security Number) and a PIN Number which is set to your birth date. *Do not use dashes or slashes in your birth date or Social Security Number.*

Example:

Student ID: 555667777

PIN: 051171

You will need to change this PIN for security reasons the first time you log in. Just follow the instructions on the screen. Please make a note of your new PIN. If you should lose this number you will hit the "Forgot Pin" button. This will reset your password to your birth date. If this doesn't work, contact SOU Pre-college Youth Programs at 552-6452 or 552-6899 to have your PIN reset. Once you are in SISWEB, go to the **Student and Financial Aid** tab. Then go to **Student Records**, followed by **Academic Transcript**. *Do not choose the Request a Transcript tab*. Hit submit. You can now view your records and print them.

Students may also visit the Division of Continuing Education and request a print out of their unofficial transcript.

How Do I Order Official Transcripts?

1. *An official transcript must be ordered; it will not be sent automatically to you or to the schools to which you apply.*
2. Only *students* can order an official transcript.
3. *You will need your SOU ID (or SSN if it is on record) to order a transcript.*
4. Transcripts can no longer be ordered by mail or fax. They must be ordered in person or through the National Student Clearinghouse link on the SOU Enrollment Services website at: <http://sou.edu/enrollment/forms/transcripts.html>
5. The cost to order a transcript in person or online is \$7.25.
6. There are forms available for in-person transcript requests at the Enrollment Services Center located in Britt Hall on the Ashland Campus and at the Welcome Desk at the Higher Education Center at 114 S. Bartlett Street in Medford. **Students must bring picture ID when requesting transcripts.**
7. If you have any questions regarding transcripts, contact the SOU Enrollment Services Center at 541-552-6600 or The Division of Continuing Education at 541-552-6452 or 541-552-6899.

What is the difference between ASC and AP 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.

The College Board states that “you can take an AP Exam each time it is offered. AP Exams are offered once a year in May. Your score report will include your scores for all the AP Exams you have taken, including yearly "repeats" of the same subject exam. You have the option to withhold a score from a college or cancel the score altogether.”

There is a chart of the scores accepted by OUS institutions at the end of this handbook.

COLLEGE NOW at Rogue Community College

RCC has a list of courses available for high school articulation which have been selected by RCC departments in collaboration with high school teachers. High schools select courses to articulate from the RCC list based on a match with their curriculum and the RCC requirements. RCC and participating high schools sign a contract.

SOU ASC ADMINISTRATION AND HIGH SCHOOL CONTACT INFORMATION 2012-2013

Southern Oregon University Division of Continuing Education

Executive Director of DCE Jeanne Stallman, 552-6699 stallman@sou.edu
Coordinator, High School Programs Stephanie Butler, 552-6916 butlers@sou.edu
Director, Pre-College Programs Carol Jensen, 552-6326 jensen@sou.edu
Office Specialist Catherine Council, 552-6452 councilc@sou.edu
DCE Office Coordinator Connie Lynn 552-6899 lynnc@sou.edu

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

Ashland High School

201 South Mountain Street Ashland, OR 97520 (541) 482-8771
Principal: Michelle Zundel, michelle.zundel@ashland.k12.or.us

Bandon High School

550 Southwest Ninth Street Bandon, OR 97411 (541) 347-4413
Principal: Gaye Knapp, gayk@bandon.k12.or.us

Butte Falls High School

PO Box 167 Butte Falls, OR 97522 (541) 865-3563
Principal: Dr. David Courtney, dcourtney@buttefalls.k12.or.us

Cascade Christian High School

855 Chevy Way Medford, OR 97504 (541) 772-0606
Superintendent: Ray Johnson, rjohnson@gracechristian.org

Crater High School

4410 Rogue River Boulevard Central Point, OR 97502 (541) 494-6300

Academy of Health and Public Services

Principal: Julie Howland, julie.howland@district6.org

School of Business, Innovation & Science

Principal: Todd Bennett todd.bennett@district6.org

Crater Renaissance Academy

Principal: Bob King, bob.king@district6.org

Douglas High School

1381 NW Douglas Winston, OR 97496 (541) 679-3001
Principal: Rob Boye, boyer@wdsd.org

Eagle Point High School

Post Office Box 198 Eagle Point, OR 97524 (541) 830-1300
Principal: Timothy Rupp, ruppt@eaglepnt.k12.or.us

Etna Union High School

Post Office Box 721 Etna, CA 96027 (530) 467-3244
Principal: Debbie Miller, dmiller@sisnet.ssku.k12.ca.us

Glencoe High School

2700 NW Glencoe Road Hillsboro, OR 97124 (503) 844-1900
Principal: Bob Macauley, macauler@hsd.k12.or.us

Grants Pass High School

830 Northeast Ninth Street Grants Pass, OR 97526

(541) 474-5710

Principal: Ryan Thompson, rthompson@grantpass.k12.or.us

Henley High School

8245 HWY 39 Klamath Falls, OR 97603

(541) 883-5040

Principal: Jennifer Sedlock, daye.stone@threeivers.k12.or.us

Hidden Valley High School

651 Murphy Creek Road Grants Pass, OR 97527

(541) 883-5040

Principal: Daye Stone, sedlockj@kcsd.k12.or.us

Illinois Valley High School

625 E River St Cave Junction, OR 97523

(541) 592-2116

Principal: Casey Anderson, casey.anderson@threeivers.k12.or.us

Klamath Union High School

1300 Monclaire Street Klamath Falls, OR

(541) 883-4710

Principal: Jeff Bullock, bullockj@kfalls.k12.or.us

Mazama High School

3009 Summers Lane Klamath Falls, OR 97603

(541) 883-4735

Principal: Terry Bennett, bennett@kcsd@k12.or.us

North Bend High School

2323 Pacific Avenue North Bend, OR 97459

(541) 756-8328

Principal: Bill Lucero, blucero@nbend.k12.or.us

North Medford High School

1900 North Keene Way Medford OR 97504

(541) 842-3670

Principal: Ron Beick, ron.beick@medford.k12.or.us

North Valley High School

6741 Monument Drive Grants Pass, OR 97526

(541) 479-3388

Principal: Dennis Misner, dennis.misner@threeivers.k12.or.us

Phoenix High School

PO Box 697, 745 North Rose Street Phoenix, OR 97535-0697

(541) 535-1526

Principal: Jani Hale, jani.hale@phoenix.k12.or.us

South Medford High School

815 South Oakdale Street Medford, OR 97501

(541) 842-3680

Principal: Kevin Campbell, Kevin.campbell@medford.k12.or.us

St. Mary's School

816 Black Oak Drive Medford, OR 97501

(541) 773-7877

Principal: Frank Phillips Upper School Principal: Jim Meyer

ASC Contact: Patricia Smith, psmith@stmarysschool.us

Yreka High School

400 Preece Street Yreka, CA 96097

(530) 842-2521

Principal: Marie Caldwell, mcaldwell@yuhsd.net

**ADVANCED SOUTHERN CREDIT PROGRAM
PARTICIPATING HIGH SCHOOLS AND COURSES 2012-13
COURSES AVAILABLE BY SCHOOL**

Ashland High School

Public Speaking	COMM 210
Intro to Literature I & II	ENG 104/105
Creative Writing I & II	WR 241/242
Earth Science/Lab	ES 101& ES 101L
Intro. to Env. Stud. Bio. Science	ES 102& ES 102L
World Civilization I & II	HST 110/111
American History & Life	HST 250/251
Precalculus I & II	MTH 111/112
Intro. to Statistical Methods	MTH 243
Calculus I & II	MTH 251/252
Power and Politics	PS 201
Law Politics & the Constitution	PS 202
General Psychology	PSY 250/251

Bandon High School

Public Speaking	COMM 210
-----------------	----------

Butte Falls High School

English Composition I & II	WR 121/122
Public Speaking	COMM 210

Cascade Christian High School

English Composition I & II	WR 121/122
----------------------------	------------

Crater High School

Intro to Literature I & II	ENG 104/105
English Composition I & II	WR 121/122
Precalculus I & II	MTH 111/112
Calculus I & II	MTH 251/252
General Psychology I & II	PSY 201/202

Douglas High School

Intro to Native Am. Studies	NAS 268
-----------------------------	---------

Eagle Point High School

Drawing I	ART 133
SS/Non-Cadaver Human	
Anatomy & Physiology I&II	BI 199
Intro to Literature I & II	ENG 104/105
Creative Writing I & II	WR 241/242
Intro. to Statistical Methods	MTH 243

Etna High School

Intro to Literature I & II	ENG 104/105
----------------------------	-------------

Glencoe High School

Advanced Technical Theatre I & II	TA 199
-----------------------------------	--------

Grants Pass High School

Intro to Literature I & II	ENG 104/105
Creative Writing I	WR 241
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
Power & Politics	PS 201
Law, Politics & the Constitution	PS 202

Henley High School

Calculus I & II	MTH 251/252
-----------------	-------------

Hidden Valley High School

Intro to Literature I & II	ENG 104/105
English Composition II	WR 122

Klamath Union High School

Intro to Literature I & II	ENG 104/105
English Composition I & II	WR 121/122
World Civilization I & I	HST 110/111
Power and Politics	PS 201

Mazama High School

Intro to Literature I & II	ENG 104/105
----------------------------	-------------

North Bend High School

Public Speaking	COMM 210
-----------------	----------

North Medford High School

SS/Non-Cadaver Human	
Anatomy & Physiology I&II	BI 199
Public Speaking	COMM 210
Intro to Literature I & II	ENG 104/105
World Civilization I & II	HST 110/111
Precalculus I & II	MTH111/112
Intro. to Statistical Methods	MTH 243
Applied Inferential Statistics	MTH 244
Calculus I, II & III	MTH 251/252/253
Power & Politics	PS 201
Law, Politics & the Constitution	PS 202
General Psychology I & II	PSY 201/202
SS/Astronomy I & II	PH 199

North Valley High School

Public Speaking	COMM 210
-----------------	----------

Phoenix High School

SS/Studio Art I & II	ART 199
SS/Intro to Conflict & Mediation	COMM 199
Intro to Literature I & II	ENG 104/105

English Composition I & II	WR 121/122
SS/European History I & II	HST 199
American History & Life I & II	HST 250/251
International Scene	IS 250
Precalculus I & II	MTH 111/112
Power & Politics	PS 201
Law, Politics & the Constitution	PS 202
General Psychology	PSY 201
SS/Psychological Literature	PSY 199
Studio Techniques for Video Prod	VP 172
Introduction to Field Production	VP 215

South Medford High School

SS/Non-Cadaver Human	
Anatomy & Physiology I&II	BI 199
General Biology	BI 101/199/103
Intro to Literature I & II	ENG 104/105
English Composition	WR 121/122
American History & Life I & II	HST 250/251
General Psychology	PSY 250/251

St. Mary's School

SS/Studio Art I & II	ART 199
Art History	ARTH 204/205/206
SS/Non-Cadaver Human	
Anatomy & Physiology I&II	BI 199
General Biology	BI 101/102/103
Principals of Micro & Macro Econ	EC 201/202
Intro to Literature I & II	ENG 104/105
Creative Writing I& II	WR 241/242
General Chemistry I, II & III + Labs	CH 201/202/203/204/205/206
Physical Geology I	GEO 101
Human Geography	GEOG 107
World Civilizations	HST 111/112
SS/Modern Middle East	HST 199
American History & Life I & II	HST 250/251
Intro. to Statistical Methods	MTH 243
Applied Inferential Statistics	MTH 244
Power & Politics	PS 201
Law, Politics & the Constitution	PS 202
SS/Astronomy I	PH 199

Yreka High School

SS/Digital Photography	ART 199
Intro to Literature I & II	ENG 104/105
American History and Life	HST 250/251
World Civilization	HST 110/111
Pre-Calculus I & II	MTH 111/112
Calculus I & II	MTH 251/252

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 2012-2013 Southern Oregon University Course Catalog, unless they are preceded by a star (). *Indicates a Special Studies Class.*

The Southern Oregon University course catalog is accessible at: <http://www.sou.edu/catalog/>

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)

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.

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.)

CH 201 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 204.

CH 202 General Chemistry *3 credits*

Applies principles presented in CH 201 to the study of the solid, liquid, and gaseous states of matter. Principles of stoichiometry, thermodynamics, and chemical kinetics are introduced and applied to the study of aqueous and gas-phase chemical reactions. Prerequisites: CH 201 and MTH 111. Corequisite: CH 205.

CH 203 General Chemistry *3 credits*

Introduces the principles of chemical equilibrium and their application to the study of aqueous acid-base reactions and electrochemistry. Prerequisites: CH 202 and MTH 111. Corequisite: CH 206.

CH 204 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. Corequisite: CH 201.

CH 205 General Chemistry Laboratory *2 credits*

Experiments cover the fundamentals of intermolecular interactions, stoichiometric relationships, and their application to the synthesis, identification, and analysis of chemical compounds. One recitation and one 3-hour laboratory. Prerequisites: CH 201 and 204. Corequisite: CH 202.

CH 206 - General Chemistry Laboratory *2 credits*

Experiments in this laboratory illustrate the fundamental principles of chemical equilibria and their application to chemical analysis through the use of volumetric and electrochemical methods. Prerequisite(s): CH 202 and CH 205 (with a grade of C- or better in CH 205). Corequisite(s): CH 203 and CH 206R.

*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.

ECON 201 Principles of Microeconomics *4 credits*

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.

ECON 202 Principles of Macroeconomics *4 credits*

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.

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.

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.

G 101 Physical Geology I *4 credits*

Examines igneous rocks, volcanoes, rivers and streams, mass wasting, internal structure of the Earth, groundwater, glacial geomorphology, and deserts. Familiarizes students with various aspects of Earth's physical environment. Laboratory sessions permit students to identify rock and mineral specimens, interpret topographic maps and aerial photographs, and study Earth surface processes through experimentation. Field trip is required. One 3-hour laboratory.

GEOG 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.

GEOG 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.

*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 Precalculus 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 Precalculus II (MTH 112) and Calculus MTH 251. Prerequisite(s): MTH 95 or appropriate SOU placement level.

MTH 112 Precalculus 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.

PS 201 Power and Politics *4 credits*

Explores the dynamics of power in the pursuit of political objectives. Analyzes social, political, economic, and cultural power with particular emphasis on political institutions of the United States. Distinguishes between power and force.

PS 202 Law, Politics and the Constitution *4 credits*

Examines the formal, legal underpinnings of legitimate authority by examining the constitutional structure of the United States. This course seeks to critically explore the institutional relationship within and between competition and the law.

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.

*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)

*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.

VP 172 Studio Techniques for Video Production *4 credits*

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.

VP 215 Introduction to Field Production *4 credits*

Provides an introduction to the necessary production processes, equipment, and equipment applications for video field production. Prerequisite(s): VP 172 or EMDA 202.

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.

WR 241 Introduction to Fiction Writing *4 credits*

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.

WR 242 Introduction to Poetry Writing *4 credits*

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).

COMMON DEFINITIONS OF VOCABULARY USED AT SOUTHERN OREGON UNIVERSITY

The following vocabulary definitions may prove helpful. They are commonly used at Southern Oregon University and elsewhere.

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

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

General Education Requirements

Southern Oregon University, 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 general catalog and the Schedule of Classes, both available at www.sou.edu

Non-admitted Undergraduate 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 distribute Non-admitted Student Enrollment forms for students to register in the program. A copy of this form appears in the section for forms at the end of this handbook.

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.

COLLEGE NOW at Rogue Community College

RCC has a list of courses available for high school articulation which have been selected by RCC departments in collaboration with high school teachers. High schools select courses to articulate from the RCC list based on a match with their curriculum and the RCC requirements. RCC and participating high schools sign a contract.



Pre-College Youth Programs
Advanced Southern Credit/Early Entry Enrollment Form
1250 Siskiyou Blvd
Ashland, OR 97520

Select your term of enrollment at SOU: ☐ Fall ☐ Winter ☐ Spring ☐ Summer Year: _____

Select the program you are participating in and circle new/returning status:

☐ Early Entry (new or returning) ☐ Advanced Southern Credit (new or returning) High School: _____ Grad Year: _____

1. Personal Information

Last Name First Name Middle Name
Date of Birth ____/____/____ Gender: ☐ Male ☐ Female *SOU ID #: _____

2. Contact/Billing Information

PO Box/Street Address City State Zip Code
Phone: _____ Email: _____

3. Residency Information

Are you an Oregon resident? ☐ Yes ☐ No If yes, how long have you lived in Oregon? _____

4. Registration Information

CRN	Subj & Course #	Course Title	Credits	Instructor (Print)	Instructor/Advisor Approval
Example 5555	BA 101	Business Ethics	4	Jane Smith	Jane Smith

5. Agreement to Pay/Acknowledgment of Permanent Grade

As the parent/guardian of this student, I hereby agree to pay tuition at \$40 per credit for the Advanced Southern Credit program, or \$67.50 per credit for the Early Entry program by the due date per the invoice mailed from SOU. I understand that I may pay online with a credit card or by mail with a check or money order payable to SOU. I also understand that any unpaid account balances remaining after the due date will accrue interest charges. I acknowledge that the grade my child receives will be reflected as a permanent record on her or his SOU transcript.

Parent/Guardian Signature Parent Email address Phone

Parent/Guardian (printed) Date

6. Certification

I certify that I have answered all questions on this application to the best of my ability and that all statements are complete and true.

Student Signature Date

*Please provide your SOU ID# if possible. SOU does not require nor recommend the disclosure of student's Social Security Number at the time of application. Each student will receive a 1098-T form for tax reporting on qualified tuition as outlined in the Internal Revenue Code section 6050S. This form will have your SOU ID# on it; however, for reporting to the IRS it must have your Social Security Number on it. Please go to irs.gov/pub/irs-pdf/fw9.pdf and complete a W-9 form and submit the completed form to Southern Oregon University, Business Services/Bursar's Office, 1250 Siskiyou Blvd, Ashland, OR 97520.



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):

5. REASON FOR RELEASE OF RECORDS:

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:

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 _____

LINKS TO DUAL CREDIT AND COLLEGE PREP RESOURCES

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. <http://nacep.org/>

Oregon College Savings Plan

The Oregon College Savings Plan can help you put a child's college education within reach if you start early, contribute regularly and ask for help. For most families, saving enough to pay for the costs of higher education can seem overwhelming. However, with good planning, funding a college education can be easier to achieve than you might think. We can help guide you from here to there. <http://www.oregoncollegesavings.com/>

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. <http://www.ode.state.or.us/search/results/?id=222>

Senate Bill 254 Oregon State Legislature

On February 15, 2011 the Oregon Senate Education and Workforce Development Committee unanimously passed a reform (SB 254) that allows high school students to get a jump start on college credits and expenses by requiring school districts to provide or ensure access to accelerated college credit. www.leg.state.or.us/11reg/measpdf/sb0200.dir/sb0254.en.pdf

The College Board

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. We also serve the education community through research and advocacy on behalf of students, educators, schools and colleges." <http://www.collegeboard.org/>

DUAL CREDIT & CONCURRENT STUDIES RESEARCH & ANALYSIS

Dual Credit in Oregon, 2010 Follow-up: An Analysis of Students Taking Dual Credit in High School in 2007-08

Researchers at the Oregon University System (OUS) specifically examined college courses taught in a high school, by a high school teacher that carry both high school and college credit – courses that NACEP defines as concurrent enrollment. The study examined the college participation and performance of 15,707 students attending an Oregon college or university whose college transcripts recorded their having taken a dual credit course while in high school.

(2010. Office of Institutional Research, Oregon University System) Available online at www.ous.edu/dept/ir/reports

Our Courses Your Classroom: Research on Syracuse University Courses Taught in High School

A retrospective of research on Syracuse University's concurrent enrollment program Project Advance. The editors have selected studies from three decades of research to provide a reference for administrators, students, and faculty who are interested in developing and/or evaluating their own concurrent enrollment programs. Available for purchase online at Lulu.com

An Analysis of the Impact of High School Dual Enrollment Course Participation on Post-secondary Academic Success, Persistence and Degree Completion

(2008. Dr. Joni Swanson, University of Iowa, College of Education)

This study, comparing the high school and college transcripts of more than 400 students who participated in dual enrollment courses (but not in Advanced Placement or International Baccalaureate courses) with the transcripts of students with similar GPA's and class rank, but who took no accelerated learning courses.

The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States

(2007. Columbia University, Community College Research Center)

In this comprehensive study researchers from the Community College Research Center at Columbia University examined the records of more than 300,000 dual enrollment students in Florida and New York.

The Toolbox Revisited: Paths to Degree Completion from High School through College

(2006. U.S. Department of Education)

A companion study to a previous U.S. Department of Education study, Answers in the Toolbox, published in 1999 (see below). Both national longitudinal studies reach similar conclusions: "The academic intensity of the student's high school curriculum still counts more than anything else in pre-collegiate history in providing momentum toward completing a bachelor's degree"

Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002-2003

(2005. US Department of Education, National Center for Education Statistics)

Baseline data about the scope and characteristics of dual enrollment and exam-based courses in the US.

Dual Enrollment of High School Students at Postsecondary Institutions: 2002-2003

(2005. U.S. Department of Education, National Center for Education Statistics)

Designed to provide baseline data about participation in dual-enrollment programs, this report estimates that 680,000 high school students took college courses through dual-enrollment programs during the 2002-03 school year.

Enriching the High School Curriculum Through Postsecondary Credit-Based Transition Programs

(2006. University of Indiana, Center for Evaluation and Education Policy, Volume 4, No 2)

Description of trends in accelerated learning programs nationally with highlights of Indiana programs.

Postcards from the Margin: A National Dialogue on Accelerating Learning

(2006. Jobs for the Future and the Western Interstate Commission for Higher Education)

A summary of issues surrounding accelerated learning, including the purpose, financing, quality, and documentation of outcomes of accelerated learning. Outlining a national agenda for further understanding and strengthening accelerated learning programs, the authors recommend that accrediting bodies such as NACEP take the lead in developing and promoting “a cohesive set of regionally and nationally recognized quality assurance standards for all accelerated learning options”

Dual Enrollment: Policy Issues Confronting State Policymakers

(2006. Education Commission of the States)

Summary of the growth, benefits, controversies, and impacts of dual enrollment. The author concludes: “Dual enrollment programs, while still in relative infancy, are a key strategy for increasing postsecondary participation in the states and policymakers should implement them with care. Academic rigor, access and affordability are the keys to success when it comes to dual enrollment”

The College Ladder: Linking Secondary and Postsecondary Education for Success for All Students

(2006. American Youth Policy Forum)

”[T]he result of a two-year effort to identify, summarize, and analyze schools, programs, and policies that link secondary and postsecondary education to help students earn college credit or take college-level courses,” this report emphasizes the need to collect more data.

AP SCORE CREDIT THROUGH THE OREGON UNIVERSITY SYSTEM

The chart below indicates the credit given at OUS institutions through the AP program. Administrators, teachers, or counselors interested in further information about the Advanced Placement program should visit: apcentral.collegeboard.com/apc/Controller.jspf

AP Exam Taken Exam	Score	OUS Credit
Art – History	4+	8
Art - Studio	4+	4
Biology	4+	12-15
Calculus AB	3	4-5
Calculus AB	4+	8-10
Calculus BC	3	8-10
Calculus BC	4+	12-15
Chemistry	4+	12-15
Chinese Lang & Culture	3+	12-15
Computer Science A	4+	4
English Lang & Comp	3+	3-4
English Literature & Comp	3+	3-4
Environmental Science	3+	4
French Lang & Culture	3+	12-15
German Lang & Culture	3	12-15
Gouvernement (U.S.)	4+	3-4
History (European)	3+	6-8
History (U.S.)	3+	6-8
History (World)	3+	6-8
Human Geography	3+	4
Japanese Lang & Culture	3+	12-15
Latin - Vergil	3+	12-15
Macro Economics	3+	4
Micro Economics	3+	4
Music Theory	4+	8
Physics B	4+	12-15
Physics C - Mechanics	4+	4
Physics C - Elect & Magn	4+	4
Psychology	3+	4
Spanish Language	3+	12-15
Spanish Literature	3+	4
Statistics	4+	4
Note: Exams below are not current; provided for information purposes		
Computer Science AB	3	4
Computer Science AB	4+	8
French Literature	3+	4
Italian Lang & Culture	3+	12-15
Latin Literature	3+	4