

Dual Enrollment Handbook:
Concurrent Enrollment
Instructors



TRINE
UNIVERSITY



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Concurrent Enrollment Instructors and Facilitating Teachers

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Trine University

Mission:

Trine University promotes intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead, and serve. To achieve our mission, undergraduate and graduate students receive personal attention through small classes and excellent teaching. At Trine, we focus on your future by providing career-oriented higher education that emphasizes:

- Active participation in classes, with a focus on teaming and collaboration.
- The useful and practical, to complement rigorous theoretical study.
- Intentional co-curricular experiences to cultivate holistic student development.
- Learning how to do, while learning what to do.

Vision:

Trine University will be recognized as a premier private university, characterized as engaged, dynamic, growing and adding value.

Trine University Dual Enrollment

Mission:

Trine University Dual Enrollment promotes college-level intellectual and personal development for high school students through dual credit and college preparatory opportunities, preparing students to graduate from high school, transition into higher education, and to succeed, lead, and serve their communities later in life. To achieve this mission, our dual enrollment students receive high quality learning opportunities provided by certified high school instructors at their local high school or through Trine's own university faculty.

Vision:

Trine Dual Enrollment will be recognized as a premier provider for high quality dual enrollment education for high school students.



Trine University and Dual Enrollment

Goals:

Academics: *Trine University* will provide high-quality academic programs, actively develop new academic programs and academic experiences, and develop additional program delivery methods that fulfill the university's mission and academic goals, and prepare students for a career or for additional education. For **Trine Dual Enrollment**, our goal is the same as university, to work collaboratively with all of our stakeholders, including partnering high schools, to provide high quality academic programs for students and to actively develop new academic programs and experiences to help prepare them for a future career or further education.

Student Services: *Trine University* will provide outstanding services and support to all students in a safe environment for student engagement and learning, and provide opportunities that promote leadership, academic growth, and professional development. **Trine Dual Enrollment**, in collaboration with all of our stakeholders including high schools, will strive to provide outstanding services and supports for all students to promote a safe environment that fosters student engagement and learning, as well as provide opportunities that promote leadership, academic growth, and ownership of their individual learning.

Technology: *Trine University* will equip its various locations and classrooms with state-of-the-art technology, as well as the resources and support needed to enhance enrollment, retention of students and faculty, and support for all curricula. **Trine Dual Enrollment** will work alongside all of our stakeholders to effectively utilize technology to enhance learning, retain students, faculty, and staff, and support all curricula offered through our program.

Dual Enrollment Program Staff:

Samantha Fulton

*Director of Dual Enrollment
and K-12 Partnerships*

Office: 260-665-4311

Email: fultons@trine.edu

II. Dual Enrollment Program Overview



The Dual Enrollment program at Trine is currently composed of 3 delivery models, each being designed to maximize learner outcomes based on the individual or their high school's needs.

- **Academic Experience** (*also known as Concurrent Enrollment*) ~ Courses are taught by concurrent enrollment instructors who are also high school teachers. These courses are offered to the student on the local high school campus during the regular school day and are overseen by university faculty liaisons
- **Online Experience** ~ Courses are taught online through Trine Online by university faculty
- **Campus Experience** ~ Courses are taught on the Trine University campus by university faculty

Dual Enrollment Stakeholders

Academic Affairs ~ The Office of Academic Affairs provides administrative support and guidance for the program. The Office of Academic Affairs, working alongside with the various departments and schools at Trine, provides the final say in concurrent enrollment instructors approval, assignments, and maintains the integrity and equivalency of the academics offered through the dual enrollment programs.

Admissions ~ The Office of Admissions is responsible for housing and supporting the Office of Dual Enrollment. The Office of Admissions coordinates with Dual Enrollment to offer opportunities for student events and visits, financial aid guidance to future students and their families, and assists with mailings as well as other promotions. For students considering becoming full-time Trine students visit the [Admission Page](#) for more information

Concurrent Enrollment Instructors ~ Instructors provide classroom instruction according to Trine University-approved syllabi. They are responsible for attending training and professional development sessions (on the campus of Trine University and online) each semester. They maintain contact with Faculty Liaisons and must schedule at least one visit to their classrooms each term.

Dual Enrollment Office ~ The Dual Enrollment Program has two full-time staff members and one student assistant. Staff are responsible for all administrative, financial, and policy matters. They organize all recruiting, staffing, marketing, registering, teacher review processes, program evaluations, and handle all student and instructor issues. The Dual Enrollment Staff meets with interested partners, visits high schools on a regular basis, maintains files of all registered students, organize all training and professional development sessions, and stays in constant contact with guidance



counselors, instructors, and other high school administrators to assure quality communication.

Faculty Liaison ~ Faculty Liaisons are Trine University faculty members within the academic departments through which concurrent enrollment courses are offered. They attend and facilitate department specific professional development sessions, work with concurrent enrollment instructors to assure quality and comparability of courses, and visit each instructor classroom at least one time each term. The Faculty Liaisons ensure that university courses taught through the concurrent enrollment program offer the same content, assessment, and pedagogy as used on campus.

High Schools Administrators ~ High school principals and district superintendents maintain contact with Dual Enrollment staff, organize instructional space, arrange textbook rentals when needed, provide release time for high school teachers attending required DEP professional development sessions, and notify Dual Enrollment staff of any changes in teacher transitions or contracts.

High School Guidance Counselors ~ High school guidance counselors work closely with Dual Enrollment staff to advertise Dual Enrollment opportunities to students and parents/guardians. They are responsible for facilitating times on campus for approving all applicants and registering them for courses. Guidance counselors receive final course registration lists and must verify all enrollees prior to the add/drop dates for college courses. Dual Enrollment staff members provide support in all of these areas.

Trine Online Faculty ~ Trine Online faculty are expected to provide high quality collegiate level learning opportunities and appropriate assessments to high school students through their online Moodle classroom. Trine Online faculty are expected to create the course content, assess learning proficiency, and to communicate and collaborate with their class's facilitating teacher to maximize student learning and engagement.



II. Concurrent Enrollment Instructor

Overview & Qualifications

The position of Concurrent Enrollment Instructor is defined as a high school teacher who is employed full time, primarily by their high school, who teaches college credit bearing courses during the school day. Trine University, and therefore Trine Dual Enrollment, is accredited through the Higher Learning Commission and consequently must maintain our adherence for requirements and qualifications to their policies. Therefore, starting in the fall of 2023, to be considered for a position as a Concurrent Enrollment Instructor through Trine an individual must possess either a master's degree in the content which they are teaching, or a masters degree in any content area and +18 graduate credit hours in the content.

Expectations, Responsibilities, & Privileges

Concurrent Enrollment Instructors are recognized as part time faculty members at Trine University. Therefore, the following is a list of the expectations, responsibilities, and privileges of all concurrent enrollment instructors who partner with Trine:

- **Professional Development**
 - ~ For new CEIs participate in mandatory course-specific professional development prior to teaching the course
 - ~ All CEI must participate in annual and ongoing professional development opportunities provided by both the Dual Enrollment Office as well your Faculty Liaison
- **Syllabus**
 - ~ Prepare a syllabus (based on the model provided to you by your Faculty Liaison) and submit an electronic copy for review/revision by the Dual Enrollment staff and Faculty Liaison
 - ~ Distribute and discuss your course syllabus to each student on the first few days of class making sure to cover the overview of the course as well as university expectations and supports
- **Attendance**
 - ~ Maintain accurate attendance records and inform the Dual Enrollment if a student misses more than a week of consecutive classes
- **Student Communication**
 - ~ Make yourself available to students in person and/or by phone or email as needed to support student success
- **Instruction**
 - ~ Instruct your course(s) to the equivalent level of curriculum, philosophy, and pedagogy as the same course taught on Trine's campus and according to your approved syllabus



- **Communication and Collaboration with Faculty Liaisons**
 - ~ Coordinate with your Faculty Liaison to schedule at least 1 site visit to the classroom for observation (*a video recording of a lesson may also work depending on the situational constraints*)
 - ~ Collaborate with your Faculty Liaison to ensure assessments administered in your classroom are in a comparable format and being assessed at the same level as on-campus students
- **Grades / Student Work**
 - ~ Maintain a grading system that not only aligns with Trine's grading scale, but also reflects the same assessment strategies aiming for true equivalency between the concurrent enrollment course and the same course taught on campus, this may mean using common assessments or projects as those on-campus
 - ~ Collect, organize, and submit student work (with names redacted) to assigned Google Drive folder to be reviewed by the liaison to ensure equitability with Trine main campus
 - ~ Inform the Dual Enrollment office and the local school guidance counselor of students with consistent academic deficiencies (D or F quality work). These students can then be referred to Trine student academic services for potential tutoring or other supports
 - ~ Submit mid-term and final grades for the course by the deadline specified by the Trine registrar
- **Technology**
 - ~ Strongly encourage usage of the Trine University student email account by all students (should be checked at least once a week)
- **Other Policies**
 - ~ Be sure to comply with any and all other policies in the Trine Employee Handbook and Faculty Supplement
- **Privileges**
 - ~ Faculty ID Card – used for access to university events, potential discounts available at the bookstore, and can be used for community discounts
 - ~ University Library Access – ID card serves as on-site library card, with passwords given for online access to all library services (*databases, catalogues, subscriptions, etc.*)
 - ~ Facility Usage – academic and recreational facilities are accessible during regularly scheduled faculty days and times
 - ~ University Email Access – a Trine faculty email account is assigned and events, resources, and correspondence from campus are given through this account
 - ~ Moodle Access – this online learning management system can enhance classroom instruction by allowing students to have access to course materials from home.



- ~ All Dual Enrollment partners (*Faculty Liaisons, Concurrent Enrollment Instructors, and Facilitating teachers*) will be added to a Moodle course ran by the Dual Enrollment Office as a professional development hub and support resource
- ~ MyPortal Access – this online resource links all faculty members to information concerning class rosters, grade entry, attendance, etc.
- ~ Ongoing professional development opportunities – university representatives, faculty members, and outside experts are brought to campus multiple times throughout the year for professional development sessions; online professional development sessions are also held each semester. These sessions and opportunities can count for PGP's towards IDOE license renewal
- ~ Dual Enrollment Staff – staff members are available throughout the year (including summers) for questions, comments, and concerns

Do not hesitate to contact Dual Enrollment staff at any time

Application Process

High school teachers who are interested in becoming a Concurrent Enrollment Instructors with Trine that are not already partnered with us, can fill out a [Concurrent Enrollment Application Here](#), or should send the following documents to Dual Enrollment Staff, either through email (*preferred*) or regular mail:

- Completed Concurrent Enrollment Instructor Application (*included in this packet in the appendix section*)
- Letter of interest detailing which courses are being requested
- Curriculum vita/resume detailing all academic and professional experience
- Copies of transcripts from all post-secondary institutions attended (upon approval as a CEP Instructor, official transcripts must be sent to the Dual Enrollment Staff)

Accepted / Denied Process

If you have been accepted by Trine as a concurrent enrollment instructor you will receive a confirmation letter, either in the mail or through an email. If the application was denied, you will be notified as soon as the decision is made as will the local administrator who referred you. Your notification will also include the reason why your application was not accepted and potential steps to prepare should you decide to attempt to apply in the future.



Site Visits & Faculty Liaison Observations

Faculty Liaisons are required to conduct site observations of each Concurrent Enrollment Instructor's classroom to review course content and delivery, student discourse, and rapport with students to ensure equivalency with their on-campus counter-parts. The process of site observations is based on a 3-year course rotation. Any new courses that are added to the concurrent course catalog will be observed that first year then placed into the rotation; likewise, any courses that are dropped will be removed from the rotation. After the 3rd year, the rotation will be re-evaluated and adjusted to maintain a balanced schedule. Because distance, scheduling, or other factors may come into conflict with in-person site visits, accommodations can be made that allows for remote site observations, options include asynchronous recording or live video conferencing.

During the site observations, Faculty Liaisons are responsible for observing the classroom instruction, the level of rigor in a course, the interaction between students and the instructor, and the academic expertise of the instructor with the aim of course equivalency to Trine's main campus. Lessons covered on visit days should be of a typical format for the course. All instructors will be different, and the classroom visits are focused on determining if a course is comparable and equivalent to the on-campus Trine University course. Feedback should always focus on and reference the college course, not the ability of the instructor to teach a high school course.

Syllabus & Student Work Submissions, Grading Scale, & Reporting

Course syllabus shells are used as the basis for developing a syllabus for every CE course. Additions may be made to the shells, but nothing may be removed. Learning outcomes are determined for each course and therefore must reflect the learning outcomes of its on-campus counter-part. Concurrent Enrollment Instructors are free to add additional learning outcomes, with the approval of their liaison. Syllabus submissions for final approval by Faculty Liaisons will be made through their assigned Google Drive. Sample Syllabus shells can be located in the appendix of this document but more specific shells must be received from the Faculty Liaison.

In order to ensure that student's levels of content mastery and proficiency are being measure in an equivalent manner to that of Trine's main campus Concurrent enrollment instructors must submit examples of student work. Requirements for submission include:

- Copies of at least 1 graded assessment, paper, and/or project complete with instructor provided feedback
 - This student work should reflect the different levels of proficiency (A, B, C, etc.), and again should have student names removed or redacted
 - Digital copies are preferred but paper copies are also acceptable



- Assessments must accurately measure matching on-campus course learning objectives in order to ensure academic rigor and grade equivalency
- Will be paired with on-campus course work and comparison to on-campus student work, therefore must assess the same topics or concepts, comparative format, and use the same assessment strategy
- This may mean requiring CEI's to use common assessments with what is taught on-campus to make comparison's more valid
- Student work should be submitted to their assigned Google Drive folder to be reviewed by the liaison to ensure equitability with Trine main campus

Concurrent Enrollment Instructors are required to submit mid-term and final grades at the appropriate time (*specified by the university registrar*). Trine University uses the following grading scale: A, B+, B, C+, C, D+, D, F. The grade given on the Trine University transcript must match the grade given on the high school transcript. The university operates on a 4.0 grade point scale; however, the high school may figure the high school GPA according to the policies of the school system. All grades are submitted from the instructors to Dual Enrollment staff members one week after the end of a course.

Professional Development

Training and professional development sessions are a critical component of all educators' ability to provide collegiate level instruction. As such, the following guidelines for required professional development sessions were established to guarantee ongoing robust, meaningful, and interactive collegial interaction and professional development.

- Training for new instructors must occur prior to any courses taught through the concurrent enrollment program
- Summer training and professional development is required for all Concurrent Enrollment Instructors
- Ongoing professional development opportunities are required each semester, & sessions are available on campus and online
- Dual Enrollment training can consist of the following topics: Dual Enrollment information, Trine University information, course information, library services, academic support services, online service management (email, portal, Moodle, etc.), and special topics chosen by the Dual Enrollment Office
- Professional Development led by Faculty Liaisons can consist of the following topics: discipline-specific guidelines, curricula, pedagogy, philosophy, special topics, and other topics chosen by Faculty Liaisons or their departments/schools



- Various professional development opportunities are available to all Trine University faculty members and Concurrent Enrollment Instructors are always welcome to attend these sessions
- All professional development opportunities are eligible for **Indiana Department of Education Professional Growth Points (PGPs)**; contact your Faculty Liaison or the Dual Enrollment Office for those certificates

Non-Compliance, Remediation, & 2nd Chance Policy

All approved Dual Enrollment Program instructors and partners (*adjunct and affiliate faculty*) must comply with policies and procedures of Trine University and the Dual Enrollment Program. Instructor appointments are done on a yearly contract basis. Instructors are in non-compliance when any of the expected instructor responsibilities are not met. Should an instructor's status be changed to non-compliance, they are subject to non-renewal of their yearly contract. Each instructor in non-compliance of university policies and procedures will be handled on a case-by-case basis with a review of pertinent evidence and a determination by Trine Dual Enrollment.

If these expectations are not met, the following may occur:

- Additional training or professional development sessions may be required if an instructor does not meet the instructor expectations in any given area
- Improvement Plan may be created for an individual instructor based on recommendations from the Faculty Liaison or Dual Enrollment staff
- If the options are not suitable for a particular situation or are completed unsatisfactorily, Trine University Dual Enrollment reserves the right to end a partnership with the high school instructor at the end of any academic term



III. Appendix A

Syllabus Template Example: This is just an example. *You must use your course shell given to you by your faculty liaison and you cannot detract anything from the syllabus; any additions, such as additional learning objectives, must come after Trine's.*



COURSE SYLLABUS

COURSE TITLE: COLLEGE COMPOSITION

TERM & YEAR:

COURSE & SECTION NUMBER: ENG 143

TIME & PLACE:

NUMBER OF CREDIT HOURS: 3-0-3

INSTRUCTOR:

OFFICE LOCATION/HOURS:

OFFICE PHONE:

EMAIL:

COURSE DESCRIPTION: Intensive training in methods of exposition and research leading to the ability to write coherent, clear, and persuasive essays. This course focuses on the process of writing, which includes revision and editing of the equivalent of at least 20 pages of prose (approximately 5,000 words).

PREREQUISITES: Adequate SAT verbal score or ACT English score, class rank, and high school G. P. A., or successful completion of ENG 1003.

REQUIRED TEXT:

Lunsford, Andrea A. *The Everyday Writer*, 7th edition, 2020, MacMillan, ISBN-13: 978-1319263256
ISBN-10: 1319263259

REFERENCES:

OTHER MATERIALS:

LEARNING OUTCOMES: Upon completion of this course, the student should be able to:



1. Analyze the rhetorical and stylistic features of writing for academic and non-academic audiences
2. Employ the rhetorical and stylistic features of writing for academic and non-academic audiences
3. Successfully engage in the research process including finding, synthesizing, and citing sources
4. Produce rhetorically persuasive texts both multimodal and written

COURSE REQUIREMENTS:

ATTENDANCE/PARTICIPATION: Indicate your class attendance policy. (Remember that for Trine University to receive federal financial aid for its students, faculty are expected to take roll and be able to verify when students are and are not attending class.)

GRADING/EVALUATION:

OTHER POLICIES: You may wish to indicate policies such as the consequences of academic misconduct, methods of communication, student expectations, instructor expectations and any other policy that needs to be clarified at the beginning of the course.

ACADEMIC MISCONDUCT

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

PLAGIARISM

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

ELECTRONIC DEVICES:

Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

COURSE CALENDAR/SCHEDULE:

ADDITIONAL INFORMATION: You may wish to include other information here. Include information that you would repeat in lessons, practices, policies, etc.



Appendix B

DUAL ENROLLMENT INSTRUCTOR APPLICATION

Please complete the application on the following page and return with all supporting documents.

Applicant Information			
Last Name		First	M.I. Date
High School			
City		State	ZIP
Work Phone		E-mail Address	
Subject Area			Preferred Start Date
Position Applied for:			
How long have you been a teacher at your current high school?		What courses do you currently teach?	
Have you taught college credit courses before?			If so, what college?
Education			
College		Degree	
Grad Year	Major(s)		Minor(s)
Graduate School		Degree	
Grad Year	Specializations, Thesis Description, etc.		
Other training, employment in the field, degrees, etc.			
School References			
<i>Please list the following references:</i>			
Principal			Phone
Name			E-mail
Superintendent			Phone
Name			E-mail
Guidance Counselor			Phone
Name			E-mail



Appendix C

Faculty Liaisons: Concurrent Enrollment Instructor Site Visit Observation Rubric

NACEP Standards:

Faculty 3: Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.

Assessment: The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections

Curriculum 3: Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

Faculty Liaisons

- Will conduct site visits for each concurrent enrollment instructor assigned to them, based on a 3 year course cycle
- Will conduct ongoing collegiate professional development specific to their field/course
 - Will be documented in the PGP form and will be a source for some of the evidence for F3 and C3
 - What this will look like may vary but ideally at least some form of interaction a quarter
- Site Visit
 - Will script what is observed during the lesson(s)
 - Students, instructor, classroom environment, etc.
 - Will collect student assessment evidence from the instructor
 - Will serve as additional evidence for the observation rubric (assessment piece)
- Will complete the online observation form covered in the rubric
 - A digital copy of the form will be shared with the instructor, liaison, and the dual enrollment office (hopefully in the form of a formal document)
 - Data will be used as evidence for C3 and A



Rubric:

Learning Objectives and Outcomes Indicator

In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must align learning objectives and outcomes to the course provided syllabus and communicate those objectives to students.

- **Not Evident/Observed**
 - Learning Objectives/Outcomes:
 - ~ Are not communicated
 - ~ Are not aligned with or supported by the provided course syllabus
 - ~ Are not connected to any prior or future learning
 - ~ Expectations for students are not communicated in any way
- **Needs Improvement**
 - Learning Objectives/Outcomes:
 - ~ Are somewhat communicated to students but with limited understand from students
 - ~ Are not aligned with or supported by the provided course syllabus
 - ~ Are not connected to prior and future learning
 - ~ Expectations are communicated but not understood by students
- **Equivalent**
 - Learning Objectives/Outcomes:
 - ~ Are communicated and understood by most students
 - ~ Are aligned with and supported by the provided course syllabus
 - ~ Are connected to prior and/or future learning
 - ~ Expectations for students are communicated
- **Exemplary**
 - Learning Objectives/Outcomes:
 - ~ Are explicitly communicated and understood by all students
 - ~ Are aligned with and supported by the provided course syllabus
 - ~ Are repeatedly connected to prior and future learning
 - ~ Expectations for students are explicitly communicated

Lesson Organization and Planning Indicator

In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must plan their lessons so that they are coherent and logical in design, align with learning objectives, and are the appropriate level of collegiate rigor.



- **Not Evident/Observed**
 - **Lesson Structure & Planning:**
 - ~ Not coherent or logical in structure
 - ~ Planned rigor is not appropriate for a dual enrollment course
 - ~ Not connected to any learning objectives
- **Needs Improvement**
 - **Lesson Structure:**
 - ~ Lacks some coherency in structure
 - ~ Inconsistent level of rigor planned
 - ~ Not consistently connected to the current primary and sub learning objective(s)
- **Equivalent**
 - **Lesson Structure:**
 - ~ Is logical and coherent in structure
 - ~ Planned level of rigor is appropriate for course
 - ~ Connected to the current primary and sub learning objective(s)
- **Exemplary**
 - **Lesson Structure & Planning:**
 - ~ Is logical and coherent in structure
 - ~ Planned level of rigor is appropriate for course
 - ~ Connected to explicit and measurable primary and sub learning objective(s) that are equitable to its on-campus comparison
 - ~ Demonstrates connections to prior/future learning

Curriculum Meets Collegiate Rigor and Depth Indicator

In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must ensure the overall course curriculum is taught at the same depth and provide similar challenging experiences for experiences.

- **Not Evident/Observed**
 - **Curriculum Depth:**
 - ~ Is not supported by the lesson or its learning objective(s)
 - ~ Is not challenging
 - ~ Is clearly not of the same rigor or depth as the same course taught on campus
- **Needs Improvement**
 - **Curriculum Depth:**
 - ~ Is sometimes supported by the lesson and its learning objective(s)
 - ~ Is not challenging to the students



- ~ Is inconsistent in its level of rigor and depth as compared to the same course taught on campus
- **Equivalent**
 - **Curriculum Depth:**
 - ~ Is supported by the lesson and its learning objective(s)
 - ~ Is challenging and is of the same rigor and depth as the same course taught on campus
- **Exemplary**
 - **Curriculum Depth:**
 - ~ Is clearly and explicitly supported by the lesson all of the learning objective(s)
 - ~ Is challenging and is of the same rigor and depth as the same course taught on campus

Student Engagement, Interest, Involvement Indicator

In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must ensure that students are thoroughly engaged, demonstrate ownership of their own learning, and are presented various opportunities for different types of learning experiences.

- **Not Evident/Observed**
 - **Students Engagement:**
 - ~ Are not engaged throughout the entire lesson
 - ~ Are not provided any opportunities to demonstrate ownership of their own learning
 - ~ Are not presented with any learning experiences that value inquiry, exploration, and/or research of the topic
- **Needs Improvement**
 - **Students Engagement:**
 - ~ Are inconsistently engaged throughout the lesson
 - ~ Are provided few if any opportunities to demonstrate ownership of their own learning
 - ~ Are not presented with any learning experiences that value inquiry, exploration, and/or research of the topic
- **Equivalent**
 - **Students Engagement:**
 - ~ Are consistently engaged throughout the lesson
 - ~ Are provided some opportunities to demonstrate ownership of their own learning
 - ~ Are presented with some learning experiences that value inquiry, exploration, and research of the topic



- **Exemplary**
 - **Students Engagement:**
 - ~ Are consistently and actively engaged throughout the lesson
 - ~ Are provided ample opportunities to demonstrate ownership of their own learning
 - ~ Are presented with various learning experiences that value inquiry, exploration, and research of the topic

Student Critical Thinking and Work Indicator

In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must ensure that students are presented opportunities to practice and demonstrate critical thinking skills. The concurrent enrollment instructor must also ensure that the expectations of student work is equivalent to its on-campus counter-part.

- **Not Evident/Observed**
 - **Student:**
 - ~ Critical thinking is not evident
 - ~ Provided no opportunities to engage in any types of critical thinking
 - ~ Work is not at the rigor and depth as the same course taught on campus
- **Needs Improvement**
 - **Students:**
 - ~ Critical thinking is somewhat focused on supporting the learning objectives
 - ~ Provided little to no opportunities to engage in at least one type of critical thinking
 - ~ Work is not at the rigor and depth as the same course taught on campus
- **Equivalent**
 - **Students:**
 - ~ Critical thinking is focused on supporting the learning objectives
 - ~ Provided some opportunities to engage in at least one type of critical thinking
 - ~ Work is at the rigor and depth as the same course taught on campus
- **Exemplary**
 - **Students:**
 - ~ Critical thinking is always focused on supporting the learning objectives



- ~ Provided ample opportunities to engage in multiple types of critical thinking
- ~ Work is at the rigor and depth as the same course taught on campus

Assessment Strategies and Feedback Indicator

In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must ensure that assessments are aligned, use the same strategies, and use comparable grading standards. Instructors must also provide continual effective collegiate level feedback to students.

- **Not Evident/Observed**
 - Assessments:
 - ~ No evidence of strategies, rigor, and depth of the same course taught on campus
 - ~ Provides no evidence of student mastery of learning objectives
 - ~ No evidence of use to guide and improve instruction
 - Feedback
 - ~ No evidence of providing effective collegiate level feedback
- **Needs Improvement**
 - Assessments:
 - ~ Are sometimes aligned with the same strategies, rigor, and/or depth of the same course taught on campus
 - ~ Provides inconsistent evidence of student mastery of learning objectives
 - ~ Are sometimes used to guide and/or improve instruction
 - Feedback
 - ~ Provides inconsistent effective collegiate level feedback to students
- **Equivalent**
 - Assessments:
 - ~ Are aligned with the same strategies, rigor, and depth of the same course taught on campus
 - ~ Provides evidence of student mastery of learning objectives
 - ~ Are used to guide and improve instruction
 - Feedback
 - ~ Provides effective collegiate level feedback to students
- **Exemplary**
 - Assessments:
 - ~ Are always aligned with the same strategies, rigor, and depth of the same course taught on campus
 - ~ Provides ample evidence of student mastery of learning objectives



- ~ Are used to guide and improve instruction
- Feedback
 - ~ Provides effective in-depth collegiate level feedback to students