Table of Contents

Faculty & Teacher Responsibilities  Page 3
Teacher Non-Compliance  Page 3
Student Code of Conduct  Page 3
Hiring New Instructors  Page 4
   Required Application Documents
   Application Deadline
   Faculty Liaison Steps
Reviewing New Applicants Applications  Page 5
   NACEP F1 - Instructors Qualification Guide
   Exceptions
   Waivers Process
Memorandum of Understanding  Page 6
   Ending an MOU
Digital Signatures  Page 6
   Fill and Sign Option
   Digital ID Option
New Teacher Orientation  Page 7
   NACEP F2 & F4 - New Teacher Orientation
   Required materials
Syllabus  Page 7
   NACEP C2 - Required Syllabus Elements
   Dual Credit Template
Statement of Equivalency  Page 8
Site Visits  Page 8
   NACEP C3 & A1 - Site Visit and course observations
   Required materials
Professional Development  Page 8
   NACEP F3 - Current Instructors Training
   Required Materials
   Dates and Deadlines
Dual Credit Courses  Page 9
Incomplete Grade Policies  Page 9
Resources for your High School Teachers  Page 9
   VandalWeb
   Roll Call/Submitting Final Grades
   Verify Rosters
   University and High School Grades
   Drop or Withdrawal
Teachers Guidebook  Page 10
OneDrive for Faculty Liaisons  Page 11
   Credentials Database
Social Media  Page 11
NACEP Glossary  Page 12
Thank you for the knowledge, leadership, and encouragement you provide our high school dual credit teachers through the role of faculty liaison. By assisting our Dual Credit teachers in developing and delivering a rigorous and effective college curriculum, you are shaping a better-prepared college student.

**NACEP P1 & P2 - Why Guide?**
Faculty members who agree to take on the role of a faculty liaison are vital to the success of any DC program. A liaison ensures equivalent rigor and quality to courses taught on a high school campus. A liaison has a unique opportunity to assist instructors who are teaching the same course(s). Liaisons keep instructors updated with trends and new information in the curriculum as well as share effective teaching styles, techniques, and resources.

**Faculty Responsibilities**
- Provide guidance concerning the grading policies of the department.
- Supply high school teachers with current course syllabi, syllabi template, sample exams, and other course materials.
- Introduce teacher to UI’s culture
- Facilitate the teacher’s development by networking and sharing resources
- Provide positive and constructive feedback on professional development issues

**HS Teacher Responsibilities**
1. New teachers must complete a New Teacher Orientation prior to offering the course.
2. All teachers must attend at least one professional development event each year (e.g., Summer Dual Credit Teacher Institute held each August).
3. Submit yearly course syllabus for review/approval prior to starting the course.
4. Confirm their courses each term on the Dual Credit courses page.
5. Distribute course syllabus, which includes registration, drop, and withdraw deadlines to students.
6. Verify dual credit class roster during the first week of course registration and again prior to the drop deadline to ensure students are formally registered with the UI and in the correct class.
7. Remind students to complete the End of Course Evaluation (a link will be sent to their Vandal e-mail).

**Teacher Non-Compliance**
Teacher non-compliance issues with regard to institutional, state, or national standards may result in dual credit faculty liaison approval, along with any associated stipend, being revoked and the MOU terminated (refer to item 9. Term and Termination on the MOU).

**Student Code of Conduct**
The University of Idaho’s Student Code of Conduct was developed in partnership with University of Idaho students and faculty and approved by the Idaho Board of Regents. It exists to educate students in understanding their rights and responsibilities as members of a safe, civil, and ethical academic community. Complete information is located in the Office of the Dean of Students site under the Student Conduct link.

**Note:** All dual credit course syllabi should reference and include a link to the University of Idaho’s Student Code of Conduct.

“Please note that Dual Credit students are held to the same student standards found in the University of Idaho, Student Code of Conduct, which can be viewed at [https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/student-code-of-conduct](https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/student-code-of-conduct). Definitions of cheating, plagiarism and other forms of academic dishonesty, as well as, policies and procedures for handling such cases are included.”
Hiring New Instructors

High School Teachers Guidelines and Requirements

High school teachers who are interested in teaching a dual credit course at their high school must have the approval of their administration before engaging in any dual credit partnership(s) with the University of Idaho.

Required Application Documents:

1. Letter of recommendation from the Principal
2. Teacher Qualifications Overview
3. Cover letter (include any dual credit courses previously taught, where, and how long)
4. Resume
5. Transcripts (unofficial are accepted)

New applicants e-mail the packet to dualcredit@uidaho.edu as a pdf attachment.

The application packet is logged and then forwarded to the sponsoring department for review. Once the application is reviewed and approved, the teacher will receive an acceptance letter and an MOU. Before the semester begins, teachers must coordinate a time with their sponsoring faculty liaison to complete the New Teacher Orientation. The faculty liaisons will contact new teachers with day/time options.

Application Deadline

New teachers wishing to teach dual credit courses must submit an application to the Dual Credit Office.

<table>
<thead>
<tr>
<th>Term</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>May 1st</td>
</tr>
<tr>
<td>Spring</td>
<td>November 1st</td>
</tr>
</tbody>
</table>

New applicants can find information on the Dual Credit website under the High School Teacher link.

Faculty Liaison Steps

The dual credit office will e-mail the application packet along with Reference Guides to the faculty liaison for review.

1. Review packet
   - Application Documents: Principal’s Letter of Recommendation, Qualification Overview Form, Cover Letter, Resume, Transcripts
   - Guides:
     1. Department Checklist
     2. Instructor Qualifications - Master’s Degree Study Plan
     3. E-mail approval or denial to the Dual Credit Office
2. Provide New Instructor Training/Orientation
3. Receive and approve DC syllabus

Once all documents are received, the Dual Credit will generate a formal Letter of Acceptance and MOU.
Reviewing New Applicants Applications

NACEP F1 - Instructors Qualification Guide

High School faculty who seek to teach a DC course for the UI are expected to meet the following conditions:

1. Have a Master’s Degree in the subject field (or a field identified by the sponsoring department), OR a Bachelor’s Degree in the subject field with 18-semester credits of graduate work in the subject field (or a field identified by the sponsoring department) being taught.
2. Meet the requirements the department uses to approve assistant professors, adjunct faculty, or instructors who would be teaching the same course on campus for UI. (This condition is not included for departments that require a doctorate-level-terminal degree. In these cases, we may consider numbers 1 and 2 as the base criteria unless the department has objections.)

Exceptions
As a means to continue engagement with any existing high school faculty who may not meet these minimums at time of review, and to affirm our compliance with NWCCU and NACEP standards, we agree to grant an exception for a person who:

1. Holds a Bachelor’s Degree in the subject field (or a field identified by the sponsoring department) being taught,
2. Has completed at least 2 years teaching in the subject field (or a field identified by the sponsoring department), and
3. Is willing to develop a Master’s Degree Study Plan to work towards a Master’s Degree in the subject field (or a field identified by the sponsoring department). The plan must:
   • Have clear and specific yearly goals and a means to document progress
   • Be completed within 4-5 years unless approved by the sponsoring department (e.g., 18-semester credits of graduate work as noted under Minimum Requirements, number 1)
   • Be maintained and reviewed by the sponsoring department and the DC Office
   • Offered as a limited time option that will end after spring term 2024

Process
The sponsoring department will review high school faculty qualifications for those who do not hold a Master’s Degree. Faculty liaisons will reach out to the high school faculty with a proposal to develop a Master’s Degree Study Plan that moves them towards a Master’s Degree. Those who choose not to develop a study plan are required to apply for a waiver, which will be reviewed and approved/denied by a committee, to continue teaching DC courses for the UI. The sponsoring UI department may also request a waiver based on current practices on campus.

Waivers*
New high school teachers applying to teach DC courses, and existing high school teachers who do not currently meet the criteria and choose not to develop a Master’s Degree Study Plan, will be required to apply for a waiver. Waivers should provide a strong rationale as to how the person is otherwise qualified. For example, the person has several semester credits at the graduate level in the subject field (or a field identified by the sponsoring department) and specialized experience/training in the area being taught that supports such an exception and provides an educational opportunity not available locally.

Waivers Process
*Waivers will be reviewed and approved/denied by a committee comprised of:
   • Vice Provost for Academic Initiatives*
   • Program Manager for Dual Credit
   • An ad hoc member from the sponsoring department/college requesting the waiver.
Memorandum of Understanding
An agreement is called a Memorandum of Understanding or MOU. Agreements are between the University of Idaho and the School District for an approved high school teacher to teach a particular university course in their high school. An MOU is in effect for three years and can end or be renewed at the conclusion of the three-year term. Once an MOU is generated, it is sent out for digital signatures by the DC office.

Ending an MOU (refer to Item 9 in the MOU)
- Termination - Written notice 60-day before the end of the semester
- Abrupt Termination and Non-renewal - Mutual written agreement

Digital Signatures
A digital signature is a fast and friendly alternative to repetitively printing forms that will be scanned for digital records.

Adobe Acrobat has a FILL & SIGN or DIGITAL ID options
✓ The document must be completely filled out before adding a signature.
✓ The document will no longer be editable after the signature is placed. However, subsequent signatures can be added for documents needing more than one.

Fill & Sign Option
1. Click on FILL & SIGN
2. A signature pen (Sign) will appear on the bar above and center.
3. With your mouse or touch screen desktop, “draw” your signature or initials.
   a. Click and drag the signature to the signature line.
   b. Typed signatures are not accepted

Digital ID Option
1. Click on Sign here - Red Tab on the signature line.
2. This signature will create an encrypted time-stamped signature with a watermark.
3. Un-check Lock Document
   o Locked will prevent subsequent signatures

Contact your campus Technology department if you do not have Adobe Acrobat DC on your computer and would like it installed. support@uidaho.edu
New Teacher Orientation

NACEP F2 & F4 - New Teacher Orientation

High school teachers who are approved to teach for the University of Idaho Dual Credit Program become affiliates of the sponsoring department and receive a Vandal number, a Net ID, a VandalMail e-mail account, and access to the UI Library. Liaisons provide oversight and curriculum guidance, so there is alignment between courses delivered on a high school campus and courses delivered on the university campus. Academic departments are expected to provide professional development opportunities to high school teachers, and faculty liaisons agree to be an academic resource for high school teachers.

Required materials

- Agenda
  - Method of training
  - Method materials were provided
- Discipline-specific professional development
  - Philosophy
  - Curriculum
  - Pedagogy
  - Learning outcomes and assessment
- NACEP F4 - UI Policies and Procedures (i.e., DC Teacher Handbook)
- How to access Rosters in VandalWeb
- Dual Credit Syllabus Requirements
- Evaluation Form - Teachers can email the form directly to the DC Office.

Complete New Teacher Orientation form and scan all additional items (handouts) and e-mail to the DC office.

Syllabus

Dual Credit teachers are required to submit an updated class syllabus by e-mail annually before school starts. This requirement ensures the sponsoring academic department and the Dual Credit office have the latest curriculum changes on file. Please note that this is a requirement for NACEP accreditation.

All DC syllabi are/archived and should contain the following information per NACEP Standards C2. Each submitted syllabi should consist of two files; faculty liaison version and the High School teacher's version.

NACEP C2 - Required Syllabus Elements

1. Faculty Liaison Name and High School Instructor Name
2. High School Campus Name
3. College Course Title and Course Number
4. Course Description
5. Learning outcomes (describe an example)
6. Grading Scale/Policy
7. Student Code of Conduct
   - Include the required statement:
     “Please note that Dual Credit students are held to the same student standards found in the University of Idaho, Student Code of Conduct, which can be viewed at https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/student-code-of-conduct. Definitions of cheating, plagiarism and other forms of academic dishonesty, as well as, policies and procedures for handling such cases are included.”

University of Idaho’s Syllabus Checklist

Dual Credit Syllabus - Dual Credit Template
Statement of Equivalency

**NACEP - A1 & C2 Statement of Equivalency**

The faculty liaison should write the statement, explaining how they ensure the dual credit program courses are equivalent to the courses taught on campus.

1. Academic Freedom
2. Student Learning Outcomes
3. Syllabus Review
4. Assessment Review
5. Grading Standards
6. Theoretical/Philosophical Orientation

The template is located in the Faculty Liaison OneDrive Folder. A form has to be completed for each new course offered. *(We currently have them completed for our current list of DC courses offered.)*

Site Visits

**NACEP C3 & A1 - Site Visit and course observations**

Faculty liaisons conduct annual site visits to observe course content and delivery, student discourse and rapport to ensure that UI curriculum offered through the dual credit program are equivalent to the courses offered on campus. NACEP requirement is one Site Visit form per class, not per discipline because forms are audited individually.

**Required materials**

- NACEP A1 – Artifacts
  - Final Exam, Lab, Essay...
- NACEP C3 - Site Visit Form

**Observations should include:**

- Teaching methods used
- Review of the course syllabus
- Review of sample assessments (non-graded)
- Review of sample assessments (graded)

Complete the Site Visit form with signatures and scan all of the artifacts and e-mail to the DC office.

Professional Development

**NACEP F3 - Current Instructors Training**

Dual Credit teachers must participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance teachers’ pedagogy and breadth of knowledge in the discipline.

Not all PD require direct instruction through presentations in conference-style workshops. Professional development activities that are not face-to-face such as webinars, videoconferences, online discussion forums, and course management systems (Blackboard) are acceptable if they are ongoing, robust, meaningful, and interactive.

The liaison can ask the teacher(s) for specific topics to cover, a topic the students or teachers are having trouble with, and collaborate, and effective outcome-based methodologies.

**Required materials**

*Agenda Form*

- Method of training
- Method materials were provided
- Assignments/Handouts
- Discipline-specific professional development
- Attendance Sheet
- Evaluation Form

Complete Professional Development form and scan all additional items and e-mail packet to the DC office dualcredit@uidaho.edu

- Group sessions: Scan and e-mail packet with attendance sheet
- One-on-One: Scan and e-mail as one file per teacher
Teachers who cannot attend the annual dual credit session due to schedule conflicts can attend an alternative session with prior approval from the faculty liaison to verify it will align with the NACEP F3 standards.

The following forms are required after attending outside professional development.

1. Professional Development Overview Form
2. Handouts
3. Proof of attendance
4. Evaluation Form

Request and review documents and e-mail to packet along with the NACEP Professional Development form to the dual credit office.

**Dual Credit Courses**

**NACEP C1**

- Fall
- Spring

**Incomplete Grade Policies**

Teachers must receive prior approval in order to assign a grade of "I" (incomplete). Incompletes are reserved for extenuating circumstances and must be preapproved by the Dual Credit program manager. A grade of incomplete is not appropriate for a student who is no longer in the class. If a student is on the class roster, but is no longer attending class, please contact the Dual Credit office before submitting grades to your faculty liaison.

An incomplete may only be assigned when the student has been in attendance and doing passing work within three weeks of the close of the semester. The student and teacher must agree upon the incomplete grade and the extenuating circumstances that made it impossible to complete the course on time.

**Resources for your High School Teachers**

**VandalWeb**

VandalWeb account will give your instructors access to their faculty pages for class information. Before teachers can gain access to their rosters, they must complete the FERPA tutorial (step 2).

1. Login to VandalWeb
   - First Time User: Vandal Setup
   - Enter your NetID (e.g., joeyvandal@uidaho.edu) and your password
   - Approve your logon using DUO Multifactor Authentication (MFA)

   **Having trouble logging into VandalWeb?**
   - Make sure your account is enrolled in DUO MFA or request a Token
   - Reset Password: Security Profile “click here to reset your password” and follow the instructions
   - Still cannot login? Contact ITS Support at (208) 885-1102. Identify yourself as a Dual Credit Teacher.

2. Complete the FERPA Tutorial
   - Click on the FERPA Tutorial link inside VandalWeb → Personal Information → Take the FERPA Tutorial

   **Note:**
   - 24 hours after the FERPA Tutorial is completed, the Faculty & Advisor Menu will appear.
   - Your Net ID is used for Campus Computer’s, Blackboard, Wi-Fi, VandalWeb, and Vandal e-mail.

3. Class Roster
   - Select Faculty & Advisors Tab → Select Class List Summary or Class List Detail
   - Class Roster Help
Roll Call/Submitting Final Grades
Download Class Roster to Excel for roll call and submitting final grades.
1. Login to VandalWeb using NetID and password
2. Select the Faculty & Advisors tab
3. Select Class List Summary or Class List Detail
4. Select semester from the drop-down list and click Submit button
5. Select the class from the drop-down list and click Submit button
6. Click DOWNLOAD THIS CLASS LIST after the Course Information. Student Vandal ID number, name, and e-mail address are the three items downloaded on the spreadsheet

Verify Rosters:
• The week after registration is complete, before the withdrawal date and before submitting grades.

University and High School Grades
The high school grade and the university grade do not have to be identical.
1. Courses offered for dual credit; the school district must follow UI policies (meaning any change or variation to the university course or syllabus must be reviewed and approved by the academic department and in line with the institution).
2. If there is variation between the two classes (i.e., high school and University of Idaho DC), the teacher keeps two grade books, one to meet the high school policy, and one to meet the UI policy.
   a. There could be two different grades for the course because there is no way to satisfy both policies.

Drop or Withdrawal
• A “drop” is when students are taken out of a course within the posted drop/add period of not receiving a grade of W (withdrawal from course). A dropped course is not transcripted.
• A “withdrawal” is when students are taken out of a course after the posted drop/add. A grade of “W” will be transcripted. This will not affect their college grade point average; however, students should check their high school’s policy on how a W affects their high school grade point average and eligibility for participating in high school activities and programs.

To drop or withdrawal from a course:
1. The student sends an e-mail to their high school counselor requesting that the dual credit course is dropped.
   a. Students must e-mail their full name, Vandal ID number, name of the course, and the reason they are dropping.
   b. This is verification and acknowledgment of the student’s request to withdrawal.
2. The high school counselor then forwards the e-mail, along with their approval to registrar@uidaho.edu.
   a. The Office of the Registrar will drop the course for the student and notify them by e-mail that the drop has been processed.

Withdrawal steps are posted on the DC site and DC Syllabi template.

Dates and Deadlines: https://dualcredit.uidaho.edu/dates-deadlines
• Registration
• Drop without grade
• Withdraw, no refund
• Final Grades

Teachers Handbook
Dual Credit teachers can find instruction on how to format syllabus, access VandalWeb, and review teaching dual credit requirements. Handbook is located on UI Dual Credit website. DC Website → High School Teachers tab

• How to make a digital signature
• Syllabus Requirements
• Verify Rosters
• UI Policies
• How to log into VandalWeb
• Site Visit Information
• How to get a Vandal ID Card
• Professional Development Information
• Drop and Withdrawal Dates
OneDrive for Faculty Liaisons
All current UI faculty liaison will have access to the Faculty Liaison folder in OneDrive.

Credentials Database
➢ You will have access to the high school instructor credentials within the database. Use the Credentials tab as a way to help you keep track of what files the dual credit office has received.

Tabs:
  - Credentials: Has limited editing capabilities
    • You can edit titles with yellow font. Alternate name, Next Site Visit...
    • If instructors information needs to be updated, please send updates to the office and we will gladly update it.
  - Inactive - Credentials: locked and for view only
  - HS Contacts: open access
    • You have access to update all information
  - Faculty Liaison: open access
    • You have access to update all information

Only the current faculty liaisons have access. To request access e-mail: dualcredit@uidaho.edu

Dual Credit Website
Visit the website for more information about the Dual Credit program and the Faculty Liaisons.

Social Media
We have created a Facebook, Instagram, and Twitter account for our Dual Credit Teachers and students; please encourage them to like and follow.

We will post useful information about the program:
  • Dual Credit admissions process and deadline reminders
  • Semester drop and withdrawal deadlines
  • Student Spotlight
  • Campus events and much more...

If throughout the year, you have story ideas, a spotlight story or post suggestions, e-mail dualcredit@uidaho.edu

NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS ACCREDITATION University of Idaho Dual Credit Program is accredited through the National Alliance of Concurrent Enrollment Partnerships (NACEP) since 2019. NACEP works to ensure that college courses offered by high school teachers are as rigorous as courses offered on college campuses, such as UI, and that all postsecondary concurrent enrollment programs adhere to high standards. NACEP works alongside UI to provide the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development.
<table>
<thead>
<tr>
<th>Partnership Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1</strong></td>
</tr>
<tr>
<td><strong>P2</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F1</strong></td>
</tr>
<tr>
<td><strong>Required Evidence:</strong></td>
</tr>
<tr>
<td>1. Description of the process &amp; timeline for appointing, approving, or denying concurrent enrollment instructors, &amp; how the process is publicized or made available to high school partners.</td>
</tr>
<tr>
<td>2. Listing of minimum instructor credentials by course or discipline &amp; a description of the process by which those qualifications are established by the institution’s academic leadership.</td>
</tr>
<tr>
<td>3. Three completed samples of concurrent enrollment instructor applications, representing varied departments, that include documents required by the concurrent enrollment program (with secure information removed) &amp; corresponding approval/appointment letters listing course/s for which instructor is approved.</td>
</tr>
</tbody>
</table>

| **F2** | Faculty Liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, & assessment prior to the instructor teaching the course. |
| **Required Evidence:** |
| 1. For each discipline, a sample of course-specific training materials & agenda for new concurrent enrollment instructor training. |
| 2. For each of these examples, a description written by the faculty liaison of how new instructors are trained. Include a description on how the materials provided for evidence are used. |
| 3. Attendance tracking report documenting the date each new concurrent enrollment instructor received initial course-specific training. |

| **F3** | Concurrent enrollment instructors participate in college/university provided annual discipline specific professional development & ongoing collegial interaction to further enhance instructors’ pedagogy & breadth of knowledge in the discipline. |
| **Required Evidence:** |
| 1. An example from the professional development activities of each discipline, such as: seminar description & materials, event minutes, conference report, or individualized meeting summary. |
| 2. For each discipline a description of how the example of the concurrent enrollment program’s annual professional development further enhances course-content & delivery knowledge &/or addresses research & development in the field. This description should include the format, delivery method, frequency, & an explanation of how annual professional development is distinct from new instructor training. |
| 3. Procedures &/or policy describing how the concurrent enrollment program ensures & tracks professional development participation, & follows up with those who do not attend. A tracking report documenting when each concurrent enrollment instructor most recently participated in annual professional development. |
### F4
The concurrent enrollment program ensures instructors are informed of & adhere to program policies & procedures.

**Required Evidence:**
1. A comprehensive concurrent enrollment instructor procedures & practice guide.
2. A description of the concurrent enrollment program's administrative orientation for new instructors, including agenda, materials, & format.
3. A copy of the procedures for instructor non-compliance. If you have had a non-compliant instructor/s, please provide documentation of the process followed.

### Assessment
The college/university ensures concurrent enrollment students’ proficiency of learning outcomes is measured using comparable grading standards & assessment methods to on campus sections.

**A1**

**Required Evidence:**
1. A Statement of Equivalency written by each discipline’s faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.
2. Paired student assessment tools from on-campus & concurrent enrollment sections – one paired example from each discipline for side-by-side comparisons (such as final exam, lab exercise, essay assignment, or grading rubric).

### Curriculum
Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, & credits.

**C1**

**Required Evidence:**
1. A publicly available list of all courses offered through the concurrent enrollment program with descriptions that are linked to the college/university course catalog.

**C2**

The college/university ensures the concurrent enrollment courses reflect the learning objectives, & the pedagogical, theoretical & philosophical orientation of the respective college/university discipline.

**Required Evidence:**
1. Paired syllabi from on campus & concurrent enrollment sections from one course per discipline, with the learning objectives highlighted.
2. A Statement of Equivalency for each discipline written by each discipline’s faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.

**C3**

Faculty Liaisons conduct site visits to observe course content & delivery, student discourse & rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

**Required Evidence:**
1. A description of what happens during a typical site visit & an explanation of how site visits are used to provide feedback from college/university faculty to concurrent enrollment program instructors.
2. A description of how site visits are tracked by the concurrent enrollment program & an explanation of the concurrent enrollment program-defined site visit frequency of (1) first time instructors & (2) veteran instructors.
3. Provide tracking documentation that lists the most recent site visit date for each instructor & the name of the site visitor & title.
4. One site visit report representing each discipline performed by a faculty member with content knowledge of the discipline.
### Student Standards

<table>
<thead>
<tr>
<th>S1</th>
<th>Registration &amp; transcripting policies &amp; practices for concurrent enrollment students are consistent with those on campus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2</td>
<td>The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.</td>
</tr>
<tr>
<td>S3</td>
<td>Concurrent enrollment students are advised about the benefits &amp; implications of taking college courses, as well as the college's policies &amp; expectations.</td>
</tr>
<tr>
<td>S4</td>
<td>The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources &amp; student support services.</td>
</tr>
</tbody>
</table>

### Program Evaluation Standards

<table>
<thead>
<tr>
<th>E1</th>
<th>The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2</td>
<td>The college/university conducts &amp; reports regular &amp; ongoing evaluations of the concurrent enrollment program effectiveness &amp; uses the results for continuous improvement.</td>
</tr>
</tbody>
</table>