University of Idaho

Dual Credit Program

Revised 11/2020

FACULTY LIAISON HANDBOOK
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).

High School Administrator Responsibilities
1. Support the Dual Credit Program within the school.
2. Act as a liaison between high school students, parents, teachers, Dual Credit staff, and the community.
3. Support high school teachers serving as UI adjunct/affiliate high school teachers.
4. Oversee UI courses offered, including guidelines on textbook, course enrollment and completion of registration forms.
5. Collaborate with the Dual Credit Program to resolve any questions or concerns.

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

- Non-Compliance Probation (Faculty Standard F3 & F4)
- Non-Compliance Termination (Faculty Standard F3 & F4)

There are rare instances where a dual credit teacher's performance at a partnering high school does not match the University of Idaho's standards, the sponsoring department, or the Dual Credit Program. In these instances, it is sometimes necessary to put a dual credit teacher into a probationary category or end their relationship with them as a dual credit teacher.

All approved teachers must comply with the policies and procedures of the University of Idaho and the Dual Credit Program. Teachers stand in non-compliance when any of the expected teacher responsibilities are not met. Should a teacher's status be changed to non-compliant, the teacher's stipend will be withheld until corrected.

Substitution or Cancellation of Dual Credit Program Courses
In the event an approved dual credit teacher is absent from school for more than five consecutive days for a trimester course, five consecutive days for a semester course, or two consecutive weeks for a yearlong course, the campus administrator must contact the Dual Credit Program Manager and their department faculty liaison to ensure a qualified substitute is acquired. Provisions must be made for coverage and completion of the dual credit course(s) affected.

The following are process guidelines for intervention with, or the removal of, a dual credit teacher, working in partnership with the partnering high school.

- A performance issue for a dual credit teacher is identified by the University of Idaho’s sponsoring department or the local high school administration.
- The liaison or sponsoring department will communicate with the teacher and express performance concerns and offer support and/or additional training to address performance concerns.
- Based on the specifics of the performance issue as well as previous intervention attempts, the Dual Credit Program or his/her designee (in some cases the sponsoring department chair), after consultation with the liaison and/or sponsoring department, will approve
  1. a probationary period for said teacher, or
  2. separation of said teacher from the University of Idaho as a dual credit teacher. The teacher will be notified as to the specifics of the performance issue and disposition and the high school and school district administration.
- In the event a teacher is unable to complete his/her duties as a dual credit teacher due to a change in job placement, termination from the local school district, medical leave, or some other unforeseen circumstance, the sponsoring department of the related content area and the Dual Credit Program will work with the local partnering high school to
  1. approve a replacement teacher with equivalent qualifications for the interim of the semester
  2. arrange for coverage of the class with another dual credit or UI Faculty, or
  3. arrange for administrative dissolution of the class and withdrawal of students if no other solution can be found. All discussions will require active participation from the administration of the local high school and school district.

**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 include a link to the University of Idaho’s Student Code of Conduct.

**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. [Teacher Application](#)
2. [HR Data Form-A1](#)
3. Cover letter
4. Statement of Teaching Philosophy
5. Resume
6. Transcripts (unofficial are accepted)
7. Letter of recommendation from the Principal

New applicants e-mail the packet to [dualcredit@uidaho.edu](mailto: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>
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<tr>
<td>Fall</td>
<td>July 1st</td>
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<tr>
<td>Spring</td>
<td>November 1st</td>
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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 Office 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

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 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

- 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

NACEP C2 - Dual Credit teachers are required to submit an updated class syllabus by e-mail annually before the academic year starts. This requirement ensures the sponsoring academic department and the Dual Credit office have the latest curriculum changes on file.

Dual credit students are held to the same standards of achievement as those expected of students in on-campus sections. They are also assessed using the same methods (e.g., papers, portfolios, exams, labs, etc.) as their on-campus counterparts. Both learning objectives and outcomes should be included on the course syllabus along with expectations and grade criteria.

Each submitted syllabi should consist of two files; faculty liaison version and the High School teacher’s version.

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 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. It is recommended that new teachers receive a site visit on their first year and current teachers receive a site visit every three years on the year their MOU expires.

**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

The Center for Excellence in Teaching and Learning (CTEL) also has numerous University-wide faculty development opportunities in which teachers are encouraged to participate.

**Dual Credit Courses**

**NACEP C1**

- Fall
- Spring

**Dual Credit Website**

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

**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., jovevandal – @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 UI staff e-mail 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
Prompt checking of students attending a dual credit class against the roster is important as students cannot receive credit for a course in which they are not registered. All teachers can view their class information online in their VandalWeb account. Download the class roster to Excel for roll call and to submit final grades to your faculty liaison.

   1. Login to VandalWeb → Faculty & Advisors tab → Select Class List Summary or Class List Detail
   2. Select semester → Class from the drop-down list and click Submit button

Class List Quick Reference Guide

Verify Rosters:
- The week after registration is complete and before the withdrawal date.

Grades
Grades are entered in VandalWeb by the dual credit teacher. Final grades are due at noon on the due date. It is imperative that grades are reported on time so that academic standing can be calculated, transcripts orders can be completed, and eligibility for future enrollment determined. College Dean’s Offices are notified of grades not reported by the deadline.

   - Grades Quick Reference Guide
   - How to enter Midterm or Final Grades

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 high school seniors or if the student will no longer be enrolled in the high school. If a student is on the class roster, but is no longer attending class, please contact the Dual Credit office before submitting grades. 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.

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 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
  - 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

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.
The concurrent enrollment program aligns with the college/university mission & is supported by the institution's administration & academic leadership.

The concurrent enrollment program has ongoing collaboration with secondary school partners.

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<tr>
<th>Faculty Standards</th>
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<tr>
<td><strong>F1</strong> All concurrent enrollment instructors are approved by the appropriate college/university academic leadership &amp; must meet the minimum qualifications for instructors teaching the course on campus.</td>
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<tr>
<td>Required Evidence:</td>
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<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>
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<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>
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<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>
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<td><strong>F2</strong> Faculty Liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, &amp; assessment prior to the instructor teaching the course.</td>
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<tr>
<td>Required Evidence:</td>
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<tr>
<td>1. For each discipline, a sample of course-specific training materials &amp; agenda for new concurrent enrollment instructor training.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>3. Attendance tracking report documenting the date each new concurrent enrollment instructor received initial course-specific training.</td>
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<td><strong>F3</strong> Concurrent enrollment instructors participate in college/university provided annual discipline specific professional development &amp; ongoing collegial interaction to further enhance instructors' pedagogy &amp; breadth of knowledge in the discipline.</td>
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<tr>
<td>Required Evidence:</td>
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<tr>
<td>1. An example from the professional development activities of each discipline, such as: seminar description &amp; materials, event minutes, conference report, or individualized meeting summary.</td>
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<tr>
<td>2. For each discipline a description of how the example of the concurrent enrollment program's annual professional development further enhances course-content &amp; delivery knowledge &amp; or addresses research &amp; development in the field. This description should include the format, delivery method, frequency, &amp; an explanation of how annual professional development is distinct from new instructor training.</td>
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<tr>
<td>3. Procedures &amp;/or policy describing how the concurrent enrollment program ensures &amp; tracks professional development participation, &amp; follows up with those who do not attend. A tracking report documenting when each concurrent enrollment instructor most recently participated in annual professional development.</td>
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<td><strong>F4</strong> The concurrent enrollment program ensures instructors are informed of &amp; adhere to program policies &amp; procedures.</td>
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<tr>
<td>Required Evidence:</td>
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<tr>
<td>1. A comprehensive concurrent enrollment instructor procedures &amp; practice guide.</td>
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<tr>
<td>2. A description of the concurrent enrollment program's administrative orientation for new instructors, including agenda, materials, &amp; format.</td>
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<tr>
<td>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.</td>
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**Assessment**
The college/university ensures concurrent enrollment students’ proficiency of learning outcomes is measured using comparable grading standards & assessment methods to on campus sections.

**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

**C1**
Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, & credits.

**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

**S1**
Registration & transcripting policies & practices for concurrent enrollment students are consistent with those on campus.

**S2**
The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.

**S3**
Concurrent enrollment students are advised about the benefits & implications of taking college courses, as well as the college's policies & expectations.
<table>
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<tr>
<th>S4</th>
<th>The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources &amp; student support services.</th>
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<tr>
<td><strong>Program Evaluation Standards</strong></td>
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<tr>
<td><strong>E1</strong></td>
<td>The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.</td>
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<tr>
<td><strong>E2</strong></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>
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