

 Welcome to Concurrent Enrollment

We are excited that you will be a part of this endeavor. Concurrent enrollment, sometimes referred to as dual enrollment, provides high school students with the opportunity to earn college credit while still in high school. Concurrent enrollment courses introduce students to the rigors of college coursework early. Additionally, recent studies have shown that many students who participate in concurrent enrollment programs are more likely to go on to complete plans of study and receive a college degree.

As a faculty liaison, you are an integral part of the Concurrent Enrollment Program at PNW. Your role is to provide support to the high school teachers. The supports you provide are sure to come in a variety of ways, but some that you should anticipate to provide are:

* Utilize the CEP Instructor Brightspace page to oversee the collection of required accreditation materials (paired syllabus and key assessment, upload master copies of PNW documents, and engage with instructors).
* A New Instructor Orientation meeting that you arrange with new high school teachers early in the semester to review course syllabi, objectives, learning outcomes, and common assessments.
* A classroom observation visit, typically occurring around midterm. You will schedule this visit so that you are able to observe the high school teacher instruct the course. Following your observation and a discussion with the teacher, you will complete the rubric in the PNW CEP Instructor Brightspace site, providing feedback on key elements of the site visit and providing feedback for your instructor. .
* A *Follow up Visit* with the high school teacher prior to the end of the semester. This visit may be conducted virtually or in-person. Its purposes are to discuss grade submission, professional development opportunities for the high school teacher and determine if there are any problems or needs with which you might assist.
* Develop and participate in professional development opportunities for the high school teachers you support. The Office of Concurrent Enrollment will work with departments and liaisons to determine the offering of at least one professional development opportunity for all instructors.

This handbook should serve as a valuable resource for you during this experience. If you have any questions, please feel free to contact me or other members of the Office of Concurrent Enrollment team.

Again, it is a pleasure to have you as part of the Concurrent Enrollment Program at PNW!



Anne E. Gregory, Ph.D.

Director of Concurrent Enrollment Programs

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Mission, Vision and Values

**Mission**

Provide high quality, affordable undergraduate and graduate education to students of Northwest Indiana and beyond. Creating a welcoming environment that promotes critical inquiry through experiential learning, faculty scholarship, civic engagement and community partnerships.

**Vision**

PNW will be the institution of choice in Northwest Indiana and beyond as the center for education, innovation, economic development and culture.

**Values**

The students, faculty, staff, alumni and entire PNW community:

* Embody a commitment to excellence in all we do.
* Foster a culture that supports growth and success for students, faculty and staff.
* Create a welcoming, collegial environment that celebrates diversity.
* Demonstrate respect, caring, dignity and inclusion for all.
* Promote global citizenship, through learning, interconnectedness, strong stewardship and focusing on improving social outcomes.
* Promote growth and mutual success through developing and leveraging partnerships throughout the area.
* Act with honestly and integrity, adhering to the highest ethical standards of personal and professional behavior, in communicating, learning, teaching, research and public service.
* Accept personal and institutional responsibility for everything we do.
* Innovate to increase lifelong learning.
* Demonstrate pride in our university, community, ourselves and one another.

Program Overview

***Concurrent Enrollment Program***

PNW collaborates with 25-plus partner high schools in the Northwest Region of Indiana to offer college-level classes taught in high school classrooms by qualified high school teachers.

Concurrent Enrollment courses:

* provide the opportunity to learn what full-time college coursework will be like
* provide an opportunity to learn more about their area of academic interest
* develop college-level study habits and time-management skills
* provide the experiences of college expectations and academic rigor
* allow students to save time and gain flexibility in college by completing credits in high school

Concurrent enrollment course offerings span the academic disciplines and include many courses listed on the Indiana Core Transfer Library—a list of courses that will transfer among all Indiana public college and university campuses, assuming adequate grades (see [http://www.transferin.net/CTL/View-CTL-By-Institution-Name.aspx)](http://www.transferin.net/CTL/View-CTL-By-Institution-Name.aspx%29).

As a Concurrent Enrollment Liaison, you will work to develop collaborative relationships with high school concurrent enrollment instructors to provide eligible high school students with a college experience that engages them and encourages them to persist in taking rigorous coursework throughout their high school and college careers. In this role, you will work closely with our high school partners to provide a high level of service in the areas of faculty mentoring and student support.

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| Common Concurrent Course Offerings |
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| --- | --- |
| AD 113 - Art & Design | HDFS 216 - Intro to Early Childhood Education |
| AD 255 - Art Appreciation  | HIST 104 - World History |
| BIOL 110 – Biology I | HIST 105 – World History |
| CGT 110 - Computer Graphics Tech  | HIST 151 - US History to 1877 |
| CHM 115 – General Chemistry  | HIST 152 - US History Since 1877 |
| CHM 116 – General Chemistry | ITS 110 - Information Tech Systems |
| COM 114 – Speech Communication  | MA 153 – Algebra & Trigonometry I |
| COM 261 – Digital Video Production | MA 154 - Algebra & Trigonometry II |
| EAS 100 – Planet Earth | MA 163 – Geometry & Calculus I |
| EAS 113 – Intro to Environmental Science | MA 164 - Geometry & Calculus II |
| ECON 251 - Microeconomics | MET 299 - Mechanical Engr Tech |
| ECON 252 - Macroeconomics | MUS 250 - Music History & Theory |
| ENGL 104 – English Composition I | PHYS 152 – Mechanics  |
| ENGL 231 – Literature | PHYS 220 – General Physics |
| FR 101 – French I | PHYS 221 – General Physics  |
| FR 102 – French II | POL 101 – American Government & Politics  |
| FR 201 – French III | PSY 120 - Psychology  |
| FR 202 – French IV | SPAN 101 - Spanish I |
| GER 101 – German I | SPAN 102 - Spanish II |
| GER 102 – German II | SPAN 201 – Spanish III |
| GER 201 – German III | SPAN 202 – Spanish IV |
| GER 202 – German IV | STAT 301 - Statistics |

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Concurrent Enrollment Program Commitment and Responsibilities

***PNW Responsibilities to Partner High Schools***

PNW is committed to serving our partner high schools with the utmost integrity, providing quality post-secondary educational opportunities for high school students.

The Office of Concurrent Enrollment is responsible for:

* Communicating all Concurrent Enrollment Program requirements.
* Supporting Academic Departments and Liaisons in providing annual professional development opportunities for high school teachers.
* Paying for administration costs associated with placement assessments.
* Registering high school students for transcripted college credit.
* Communicating and responding in a timely manner to all correspondence.
* Making on site high school visits (when requested) to meet with students, parents, instructors and/or administrators.
* Collecting and maintaining data for students enrolled in concurrent courses.
* Providing departments with data summaries following grade submission at the end of each term.
* Providing replacement costs to each department for LTL based upon one replacement cost ($3,200 per six sections). Anything that falls between multiples of six is paid at $533.33.
* Maintaining an up-to-date record of high school teacher qualifications, eligibility and any coursework needed to attain/maintain eligibility to teach.
* Maintaining Memoranda of Understandings (MOUs) and Course articulations for each school.
* Confirm semester course offerings with high schools and Academic Departments.
* Maintaining materials and documentation of professional development and training provided to high school teachers that includes attendance, written description of training provided for new concurrent enrollment teachers, etc.
* Providing superior customer support for any day-to-day occurrence.

***Academic Department Responsibilities***

The Academic Departments are responsible for:

* Recruiting, assigning and supporting high quality faculty liaisons to support the high school teachers.
* Review the transcripts of high school to determine faculty qualifications to teach; the length of eligibility to teach; the course(s) for which a teacher is qualified; and/or to determine if additional coursework is needed (and, if so, what types of courses). This information is communicated to the Office of Concurrent Enrollment so that an up-to-date record is maintained.
* Review course syllabi and materials to determine if course(s) is comparable to university course(s). This information is communicated to the Office of Concurrent Enrollment so that an up-to-date record is maintained.
* Review and sign annual MOU with each school in which a concurrent enrollment course from their department is being taught. This information is communicated to the Office of Concurrent Enrollment so that an up-to-date record is maintained.
* Construct, maintain, and provide access to a Blackboard course shell for the concurrent course offerings. This shell shall contain resources, materials, course philosophy, curriculum, pedagogy, and assessment for the course that can be used by the high school teachers in training and alignment.
* Collaborate with the Office of Concurrent Enrollment to offer annual professional development and course-specific training for high school teachers.

***PNW Liaison Responsibilities***

Each Academic Department will appoint a Concurrent Enrollment Program Liaison for its courses. As this person, you are vital to the program’s success and serve as the key connection between the high school students, high school instructors and PNW.

The Liaison will:

* Provide information and relevant updates to all high school teachers about PNW.
* Communicate and respond in a timely manner to all correspondence.
* Understand and adhere to FERPA laws.
* With a new mentoring relationship, where either the concurrent enrollment teacher, course, or liaison is new, the liaison completes two class observations, submitted as videos in Brightspace or in person, and reviewed using the provided rubric (based on the *NACEP Issue Brief: The Classroom Visit)* in Brightspace*.* Liaisons also conduct a pre-class meeting with the high school instructor, which can be done using technology and they can also conduct their remaining meetings using technology or in person.
* With a repeat mentoring relationship, where the concurrent enrollment teacher has taught the course before and has been mentored by the same faculty member, the liaison completes one observation, submitted as a video in Brightspace or in person, and uses the provided rubric (based on the *NACEP Issue Brief: The Classroom Visit)* in Brightspace*.*
* Provide support, guidance and mentoring for concurrent enrollment high school teachers to ensure the delivery of a quality, collegiate-level learning experience for concurrent enrollment students.
* Review the course syllabus with the high school teachers to ensure consistency in course outcomes and expectations.
* Review grading practices to ensure standards are similar to on-campus courses.
* Review assignments and assessments to ensure students are being assessed using similar methods to on-campus courses.
* Mentor the high school teacher on disciplinary content, course guidelines, required materials, exams, grading, testing procedures, and common assignments and/or assessments.
* Provide information for the high school teacher on PNW academic policies and procedures.
* Monitor student performance at determined points within the semester for the early identification and intervention with students who may need additional supports for academic success.
* Ensure high school students have access to library and other college services to assist them in their academic success.
* Collaborate with the Academic Department and the Office of Concurrent Enrollment to create and deliver the annual professional development day for high school teachers.

***High School Teacher Responsibilities***

High school teachers will:

* Work with their PNW Liaison to ensure that their syllabus and course is articulated with ta PNW course. The syllabus and course articulation approval occurs prior to the course being offered; approval from the Academic Department is necessary for the course to be offered in the high school.
* Distribute the approved syllabus to their students.
* Meet with their PNW faculty liaison.
* Submit lecture videos to Brightspace or arrange in person site visits for observation by their PNW faculty liaison.
* For a new class, new instructor or new liaison, six meetings are required. At least one planning meeting between the liaison and high school teacher (which includes new teacher orientation) must occur prior to the start of the semester. At least two observations will occur and one follow-up conversation. Liaisons will record their observations and recommendations, which are submitted and reviewed by Academic Departments.
* Repeat course offerings with the same high school teacher and liaison are required to have three meetings/conversations.
* Respond to communications from their liaisons in a timely manner.
* Schedule Jump Start (required for new instructors).
* Review class lists and work with the PNW liaison to communicate any and all changes to PNW.
* Submit grades at the end of the term.
* Stay in compliance with FERPA.
* Attend annual professional development.
* Participate in PNW’s concurrent enrollment electronic surveys.
* Have access to the course and/or department Learning Management System (Brightspace) where resources and information is shared and communicated.
* Adhere to NACEP 2017 standards facilitating student connection with university learning resources and student support services.
* Receive and use feedback from students each semester using the university adopted student assessment system to improve instruction and the course.
* Report episodes of academic misconduct to the Office of Concurrent Enrollment immediately upon determining such activity occurred.
* Notify the Office of Concurrent Enrollment of plans to retire, change high school, or the high school’s plan to discontinue offering the course.

Concurrent Enrollment Program Calendar\*

\*Dates are approximate – will vary based on academic year.

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| --- | --- | --- |
|  | Fall Semester | Spring Semester |
| Placement Exams Open | July 1st\_\_ Sept 1st | Dec.27th\_\_ Jan. 29th |
| Registration forms from High Schools ***due*** to Office of Concurrent Enrollment  | Aug. 1st  | Jan. 3rd  |
| Verification forms sent to High Schools ***from*** the Office of Concurrent Enrollment (\*Free/reduced lunch roster included) | Aug. 17th  | Jan. 21st  |
| Verification forms ***returned by*** High Schools to the Office of Concurrent Enrollment (\* with the Free/reduced lunch roster included) | Aug. 17th  | Jan. 3rd  |
| Last day for student to ADD a concurrent enrollment class | Sept. 1st  | Feb. 1st  |
| Class lists shared with PNW Liaison | Sept. 1st | Feb. 1st  |
| Last day for student to DROP concurrent enrollment class without penalty | 3rd week of school’s semester |
| OCE sends email to high schools with proposed course offerings for the next academic year  | Nov. 1st |
| Student withdrawal from course deadline w/o impact on GPA | 13th week of PNW’s semester |
| Final semester grades submission window | Dec.10th—Jan. 25th  | May 13th –June 17th  |
| Deadline to confirm concurrent course offerings for next academic year | Dec. 22nd  |
| MOU and Articulation Conferencing between Academic Departments and High Schools for next academic year | Jan. 3- Feb. 28th |
| MOUs and Articulation agreements for the next academic year ***due*** to the Office of Concurrent Enrollment ***from the Academic Department Chairs*** | March 1st  |

Quick Glance Liaison Responsibilities Checklist

* Conduct New Instructor Orientation (for any new instructors)
	+ Provide an orientation of course expectations, requirements, outcomes, philosophy to the high school instructor
	+ Complete *New Instructor Orientation* link in Brightspace to report on the orientation and upload required accreditation materials
* Review high school section syllabus and key assessment(s) (done annually, for all instructors)
	+ Instructors submit syllabus and key assessment(s) in CEP Instructor Brightspace page; Liaison uses provided rubric to confirm all required NACEP requirements are included
* Submit copy of PNW Course Syllabus and Key Assessments
	+ Submission spaces in Office of Concurrent Enrollement Program Brightspace page
* Complete class observations, either in person or via videos uploaded in Brightspace
	+ Use provided rubric in Brightspace
	+ Three contacts must be made for new and returning instructors; of these, two lesson observations are required for new instructors and one lesson observation is required for returning instructors
* Plan and present annual discipline-specific professional development
	+ Submit agenda, sign-in sheet, and materials to Professional Development Reporting link in the CEP Instructor Brightspace page
* Notify OCE of any concerns regarding instructor compliance or school-related issues

New Instructor Orientation

PNW’s Office of Concurrent Enrollment is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). As such, all new concurrent enrollment instructors must receive an orientation prior to teaching PNW course(s). Details of this required standard are below, including the evidence which must be collected to satisfy accreditation requirements.

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| NACEP Faculty Standard 2 (F2) | Faculty Liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course. Required Evidence:1. For each discipline, a sample of course-specific training materials and 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. |

The OCE will coordinate an administrative New Instructor Orientation for new instructors. Department Liaisons and Department Chairs will provide the required discipline-specific orientation for new instructors in their subject area. Following the orientation, the liaison will submit the required evidence listed above into New Instructor Orientation space in OCE Brightspace page in the Liaison Links module.

Syllabus and Key Assessment Review

To ensure quality and comparability in our high school CEP sections, the liaison should review the course syllabus and key assessment(s) prior to the start of the class and submit copies to the OCE Brightspace page. NACEP Curriculum standard 2 addresses the syllabus requirement, and Assessment Standard 1 addresses the Key Assessment.

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| NACEP Curriculum Standard 2 (C2) | The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline. Required Evidence: 1. Paired syllabi from on campus and 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. |
| NACEP Assessment Standard 1 (A1) | The college/university ensures concurrent enrollment students’ proficiency of learning outcomes is measured using comparable grading standards and 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 and 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). |

From the above, it is clear that NACEP also emphasizes the Statement of Equivalency to ensure equivalence in courses. The Statements of Equivalency are on file in the OCE and will be sent to Department Chairs and Liaisons annually for review and updating, if necessary. This process takes place at the end of the academic year.

Liaison Observations and Forms

**Observations**

Every dual credit course is to be systematically observed by a PNW Liaison during the course of a semester. Minimally, three contacts must occur between the PNW Liaison and the high school teacher; one of these contacts ***must be a lesson observation***. For the lesson observation, a rubric based on the *NACEP Issue Brief: The Site* Visit will be utilized in Brightspace. The remaining two contacts for that assignment can be done by webinar, phone, some other type of technology or in person. If there are concerns, it is recommended that the PNW Liaison communicate immediately with the instructor those concerns, as well as the OCE.

*New mentoring relationships,* where either the concurrent enrollment teacher, course, or liaison is new, the liaison completes two lesson observations. Liaisons also conduct a pre-class meeting with the high school instructor, which can be done using technology and they can also conduct their remaining meetings using technology or in person.

Following the observation and discussion, the rubric is released in Brightspace for both the high school teacher and the PNW Liaison to review. These forms will be shared annually with Department Chairs.

**Mileage Reimbursement**

The Office of Concurrent Enrollment is no longer reimbursing mileage for in-person visits; instead, Brightspace will be used to coordinate lesson observations. If an in-person visit is deemed necessary, liaisons should confirm reimbursement *prior* to the visit by contacting the OCE.

PNW Policies and Resources

A more complete list of PNW policies and resources can be found at <https://www.pnw.edu/dean-of-students/student-handbook/>

**Academic Integrity Policy**

The Academic Integrity process is one component of an overall system promoting academic integrity at Purdue University Northwest. Academic dishonesty comes in many forms, including (but not limited to) cheating on exams and committing plagiarism on assignments. Academic dishonesty need not be intentional. Instructors are charged with the responsibility of responding appropriately and promptly to instances of academic dishonesty that occur among students in their courses. An instructor who determines that academic dishonesty has occurred possesses the authority to impose on the student(s) in question any grading penalty he or she deems appropriate, up to and including issuing a failing grade for the course.

**Academic Standing Regulations**

A student must maintain a minimum 2.0 semester **and** cumulative GPA to remain in Good Academic Standing.

**Academic Probation**

A student at Purdue University will be placed on Academic Probation if either semester **or** cumulative GPA at the end of any fall or spring semester is less than 2.0.

A student on academic probation can return to good academic standing at the end of the first subsequent fall or spring semester in which they achieve both semester **and** cumulative GPA’s 2.0 or higher. Academic Standing is not assessed in summer sessions.

**Access and Accommodation**

PNW is committed to providing equal access to education for all students. Students that have a disability or believe they may have a disability are invited to contact the PNW Disability Access Center to determine eligibility and/or submit accommodation requests ([https://www.pnw.edu/disability-access-center/)](https://www.pnw.edu/disability-access-center/%29).

**Appeals**

Students who wish to appeal their GPA and/or assessment score requirements need to work with their high school teacher and the PNW Liaison to complete the appeals process (see <https://www.pnw.edu/dean-of-students/purdue-university-northwest-student-grade-appeals-policy/> ).

**Drop/Add/Withdrawal**

Students needing to initiate a withdrawal from all their college courses can do so by contacting their high school teacher or PNW liaison. PNW encourages students to meet with their counselor before making a decision, as withdrawing may have an impact on satisfactory academic progress and future eligibility to receive financial aid and eligibility for enrollment in college. A student must drop a class within the first five (5) business days of a semester to avoid receiving a “W” (withdraw) on their permanent transcript. No entry will be made on the student’s academic record if a course is dropped within the first five (5) business days of a semester.

A student must withdraw from a course no later than the date on which eighty percent (80%) of the days in the academic semester have elapsed (i.e., end of week 13 in the semester). A full semester course dropped a after five (5) business days and before 80 percent (80%) of the semester has elapsed will appear on the student’s record as a withdraw (W). Should the student withdraw after 80 percent (80%) of the course has elapsed- a letter grade “F” will appear on their permanent transcript.

| **LETTER GRADE** | **POINTS** |
| --- | --- |
| **A+, A** | 4.0 grade points per semester hour |
| **A-** | 3.7 grade points per semester hour |
| **B+** | 3.3 grade points per semester hour |
| **B** | 3.0 grade points per semester hour |
| **B-** | 2.7 grade points per semester hour |
| **C+** | 2.3 grade points per semester hour |
| **C** | 2.0 grade points per semester hour |
| **C-** | 1.7 grade points per semester hour |
| **D+** | 1.3 grade points per semester hour |
| **D** | 1.0 grade point per semester hour |
| **D-** | 0.7 grade points per semester hour |
| **F** | 0.00 grade points per semester hour |

**GPA Calculation**

Instructors have the option of assigning plus/minus letter grades. Quality points are allocated to each recorded grade according to the following scale:

### Semester Grade Point Average

To determine semester grade point average, you need to determine the number of total semester points earned during the semester and the total credit hours that were attempted.

Semester Points/Semester Credits Attempted = Semester GPA

### Cumulative Grade Point Average

To determine overall grade point average, you need to determine the number of total grade points earned and the total credit hours attempted beginning with the first semester of attendance.

Total Grade Points/Total Credits Attempted = Cumulative GPA

**Transcript Request**

Official transcripts of a student’s academic record are provided free-of-charge by the [Office of the Registrar at Purdue University](http://www.purdue.edu/registrar/currentStudents/students/transcripts.html). This is the method to be used when a sealed official transcript is required for a third party. Students may request either official (sealed) or unofficial (unsealed) transcripts in Lawshe Hall, Room 130, Desk 3 (Hammond Campus) or Schwarz Hall, Room 40 (Westville Campus). Students will be asked for a valid picture ID at pick-up.  Transcripts cannot be released to a third party.

**Student Rights and Responsibilities**

Purdue University students enjoy the protections and freedoms afforded in the Bill of Student Rights. Privacy, expression, grades and more are addressed in this document. It is located at <http://www.purdue.edu/studentregulations/student_conduct/studentrights.html>