Collegiate Connection Administrative Overview & Resources Handbook:

Faculty Liaisons
&
Concurrent Enrollment Instructors

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PFW's Mission

We educate and engage our students and communities with purpose by cultivating learning, discovery, and innovation in an inclusive environment.

PFW's Vision

Empower every person, every day, to improve our world.

About Collegiate Connection

Purdue University Fort Wayne's Collegiate Connection serves high school students, instructors, and schools by offering dual credit courses that cultivate learning, support excellence in teaching, and strengthening high school & university connections for all students. Our office is made up of a program director who is primarily responsible for overseeing faculty and instructors as well as the overall program, and a student coordinator who is responsible primarily for all things student related. Our office currently operates out of Kettler Hall here on main campus; however, we often travel to our partner schools in order to support instructors, high school staff, and students. If you have any questions, please feel free to reach out to us at any time.

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Dual Enrollment Stakeholders

Academic Affairs ~ The Office of Academic Affairs provides organizational support and supervision for all academic departments, including the Collegiate Connection program. The Office of Academic Affairs, also provides leadership in all areas of academic affairs and ensures that all departments, and subsequent courses, follow all HLC, state, and federal policies.

Admissions ~ The Collegiate Connection office coordinates with Admissions to promote opportunities for student events and visits, as well as to help drive matriculation and to ease the transition from dual credit to full time undergraduate student.

Concurrent Enrollment Instructors (CEI) ~ Instructors provide classroom instruction utilizing Purdue Fort Wayne reviewed and approved syllabi. CEI are responsible for attending new course on-boarding for each new course being taught and annual

professional development that is either led or approved by their faculty liaisons. CEI are also responsible for submitting syllabi and sample assessments to the Collegiate Connection office as well as maintaining contact with their faculty liaisons and must participate in a course observation either yearly or every 3 years depending on if their department utilizes the 3-year course rotation schedule; all new courses must be observed in that 1st year even for returning instructors.

Collegiate Connection Office ~ The Collegiate Connection office has two full-time staff members, a director and a coordinator. The Collegiate Connection office is responsible for all administrative, financial, and policy matters as well as organizing and managing all recruiting, staffing, marketing, registering, teacher review processes, program evaluations, as well as handle all student concerns.

Faculty Liaison (FL) ~ Faculty Liaisons are Purdue Fort Wayne are either full time or full-time faculty that operate within the academic departments through which all concurrent enrollment courses are offered at the local high schools. FLs facilitate annual professional development sessions for their respective instructors with the focus on providing opportunities to extend their instructors depth of knowledge of their content. FLs also focus on ensuring that all concurrent enrollment courses that are taught in the high schools are as equitable as possible with regards to pedagogy, course content and learning objectives, and assessments to what is taught on campus. Faculty liaisons are also responsible for conducting course observations and new instructor or course on-boarding. Finally FLs are also responsible for submitting accreditation materials to the Collegiate Connection office as needed.

High Schools Administrators ~ High school administrators need to maintain contact with the Collegiate Connection office staff, organize ensure appropriate instructional space for courses to be taught, and notify the Collegiate Connection office of any changes in teacher transitions or contracts.

High School Guidance Counselors ~ High school counselors are to work with the Collegiate Connection office to advertise course opportunities to students and parents/guardians. Counselors are also responsible for helping to facilitate student applications, transcripts, and course registrations.

Ensuring Quality: National Accreditation

Purdue Fort Wayne's Collegiate Connection concurrent credit program was accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) in spring 2011 and reaccredited spring 2019 through 2026. The National Alliance of Concurrent Enrollment Partnerships (NACEP) is a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment.

Concurrent Enrollment (CE) Instructors

Roles and Responsibilities

- With the guidance and support of a department faculty liaison:
  - Create and submit an equivalent course syllabus following Purdue Fort Wayne guidelines
  - Deliver and assess course learning objectives and content aligned with the syllabi and equivalent with on-campus courses
  - As required by the department, coordinate course observations with a faculty liaison to ensure course equivalency
- Encourage students to utilize PFW student resources such as the library, the writing center, and tutoring as available
- Provide an opportunity for students to complete end of course surveys
- Collaborate with the Collegiate Connection office for administrative business, including grade submissions, student evaluations, and NACEP material requests etc.
- Attend the annual professional development seminar, or equivalent professional development as approved by the department faculty liaison
- Notify the Collegiate Connection office of any changes in status, contact information, etc.
- All student sensitive or protected information, such as grades, need to be submitted to the Collegiate Connection Office either directly from the instructor or through the counselor office using the Box Read Secure file

New Instructor Application and Approval

Collegiate Connection instructors are approved by the Purdue Fort Wayne academic departments based on their current credentials, or credentials being pursued, experience teaching rigorous content, and a desire to offer more challenging coursework to their students. Any instructor that wants to become a dual credit instructor for PFW should apply at least 1 semester before the semester they wish to teach the course; exceptions can be made in emergency situations, for a full list of course options and requirements please visit the High School Partner Page *(link)*. Below are the qualification requirements to apply for the program and the materials needed for the application itself:

Teacher Qualifications:
- Master's degree in the content field
- Master's degree in any field and
  - +12-18 graduate credits in the field depending on the department
- Willingness to pursue either option with an academic department approved plan
- Some departments require additional requirements depending on the department

Application Materials:
- These materials must be submitted along with the online application
  - Resume
  - Cover letter or letter of intent
  - All pertinent college transcripts
  - (3) Letters of Recommendation
- Additional materials may be requested by the department to help make their determination of next steps

Application Process

Once all the materials have been received, they will be sent on to the departments for review and approval. Each department is a little different and some may require some additional information or steps before final approval. Once you are approved you will need to go through 2 on-boardings, one with the faculty liaisons to review the course and to answer any questions you may have, this on-boarding must take place prior to teaching the course. The second on-boarding will be with someone from the Collegiate Connection Office to review the overall program, expectations, processes, and answer any questions you may have.

Course On-Boarding (New Instructors & New Courses)

All newly approved high school instructors are required to attend a course on-boarding session led by a faculty liaison or a designee from that department. This session will include a review of the course content, pedagogy, assessment criteria, course philosophy, and revising the syllabus to match the on-campus course before they begin teaching dual credit. These sessions will be set up by the faculty and held either virtually or on campus. Any returning instructor that wishes to add an additional course to their potential courses, must also go through a new course on-boarding with a faculty liaison. All new instructors must also participate in a Collegiate Connection Office on-boarding, materials for which can be found on the High School Partner Page *(link)* for future reference.

Creating and Submitting a High School/PFW Syllabus

Collegiate Connection students are held to the same standards as those who are taking courses on-campus. The syllabus is a critical guideline that outlines a course's description, learning objectives, schedule, assessments, course expectations, and other important information. Instructors are expected to create their course syllabi using the

template provided to them to ensure uniformity, the generic template can be found here *(link)*. During the on-boarding process faculty liaisons will discuss the required content that must be in the syllabi. Sample academic department syllabi are available upon request. These syllabi are to be shared and made available to all students in the course and are also to be submitted to Collegiate Connection through Box and approved by the department representative each year.

Student Assessments

In an effort to make sure that concurrent enrollment courses are equitable to those that are offered on campus, instructors will need to submit student assessment samples that can be paired with assessments from courses on campus. These sample assessments are to be submitted to Collegiate Connection through Box and approved by the department representative each year.

Course Observations and Site Visits

Each course that is taught outside of main campus must be observed either every year or every 3 years, depending on the department and the instructor. Each department is allowed to put any returning instructor, that is in good standing, into a 3-year rotation: however, each new course must be observed and evaluated for equivalency. These observations must be conducted by a department faculty liaison using the Observation Form Rubric *(link)* provided to them and can be done either in-person or through digital means.

Annual Professional Development Expectations

Annual professional development is mandatory for Collegiate Connection instructors. The purpose of the annual seminar is to provide administrative updates, course-related professional development, and ongoing collegial interaction between Purdue Fort Wayne faculty and instructors in the discipline. Instructors will receive a $150 honorarium. It is understood that schedules don't always line up, so online options will be made available. If an instructor misses the annual PD more than 3 years in a row, in-person or online, they will be considered non-compliant and will have to reapply to teach with us. This policy should not be construed to imply that Collegiate Connection instructors need only to attend a professional development seminar once every three years. Annual attendance is essential to make sure that courses and content remain equivalent. Finally, instructors who have been accepted to teach a Purdue Fort Wayne course, but are temporarily not teaching or have not yet started teaching, are still expected to attend the professional development. Again, this experience ensures that instructors stay current with trends in their field and understand any changes to the Purdue Fort Wayne course or administrative policies.

Ongoing Instructor Responsibilities

Instructors are expected to maintain ongoing communication and rapport Collegiate Connection office as well as their faculty liaisons. The Collegiate Connection office sends out information regularly that is important for instructors to be aware of and it is essential that instructors monitor their accounts, even during the summer, and notify Collegiate Connection if accounts change during the summer. Instructors will also be required to provide their students with the opportunity to complete end of course surveys towards the end of each course, this feedback will be focused solely on the course, not the instructor. The link to this survey will be sent to all instructors through their school email along with directions on how their students can complete it. The data collected will be processed and sent back to the instructor and their department. Finally, there may be additional requests for information for accreditation purposes that instructors may need to fulfill as needed.

Process for Reporting Academic Dishonesty or Cheating

Collegiate Connection instructors should report all cases of suspected academic dishonesty to the Collegiate Connection office. The university uses the preponderance of evidence as the standard for determining such cases. Instructors who suspect academic dishonesty should follow the following steps:
1. Meet with the student in question and discuss the alleged violation and supporting evidence
2. Decide on a course of action regarding a resolution to the alleged violation
    a. Possible Resolutions include:
        i. Repeat or resubmit the assignment, exercise, or requirement to complete an alternate academic exercise
        ii. Receiving a lower or failing grade than they would have otherwise earned for that assignment
        iii. Receiving a lower or failing grade than they would have otherwise earned for the course
3. Inform the CC office and the department's faculty liaison of the incident by completing the [Academic Misconduct Letter](link) *(link)* and submitting it to the CC office

Purdue Ethics Title IX/Harassment Compliance

Title IX is a federal law that requires all schools to provide an environment free from sexual or gender-based harassment and discrimination for all members of the university community. Below are links to Purdue's policy's and contact information for any clarification or to report an issue.

Web Resources
- [**Title IX Harassment**](#) *(link)*
- [**Purdue Amorous Relationship Policy**](#) *(link)*
- [**Non-Discrimination Policy**](#) *(link)*
- [**Other Ethics Policies**](#) *(link)*

Contacts
- [vpec@purdue.edu](#) ~ Policy Clarification *(Purdue West Lafayette)*
- [hr@pfw.edu](#) ~ Title IX & Civil Rights Compliance *(Purdue Fort Wayne)*
- [marcuccc@pfw.edu](#) ~ Title IX Coordinator to Report Sexual Violence or Misconduct if not emergency *(Purdue Fort Wayne)*
  - For all emergencies, dial 911
- [dac@pfw.edu](#) ~ Disability Access Center *(Purdue Fort Wayne)*
- [scc@pfw.edu](#) ~ Office of Student Conduct and Care *(Purdue Fort Wayne)*

Technology Training and Help

The Information Technology Services department at Purdue Fort Wayne offers regular technology workshops for faculty on campus and online. Collegiate Connection instructors can attend these courses at no cost, and they can register or find out more information on the IT Services website. Each instructor will be given a Purdue Career Account that they will need to utilize in order to access their annual FERPA training on Brightspace. Directions on how to complete this annual training can be found on the [High School Partner Page](#) *(link)*. Each instructor will also be given access to a shared folder in Box that is FERPA certified, this folder will be used for submitting syllabi, student assessment samples, as well as other materials. Directions on how to access this web resource can also be found on the aforementioned [High School Partner Page](#) *(link)*.

The ITS Help Desk can assist both faculty and students with GoPFW account questions. Call 260-481-6030 for assistance. Evening and weekend hours are available.

Non-Compliance, Remediation, & 2nd Chance Policy

All approved Collegiate Connection instructors and faculty liaisons must comply with all policies and procedures of PFW and the Collegiate Connection Office. Instructors will be considered noncompliant when any of the expected instructor responsibilities are not met. Should any instructor or liaison status be changed to non-compliance, they may be subject to non-renewal of their course(s) for the next academic year or no longer be allowed to represent their department. Each instructor or liaison that is considered in non-compliance will be handled on a case-by-case basis with a review of pertinent evidence and a final determination by the Collegiate Connection

office or the department chair/dean. If an instructor or liaison is deemed non-compliant, the following remediation may occur:

Remediation Options
- Additional training or professional development sessions may be required if an instructor does not meet the expectations in any given area.
- An improvement plan may be created for an individual instructor based on recommendations from their department or Collegiate Connection office
- If the options are not suitable for a particular situation or are completed unsatisfactorily, Collegiate Connection reserves the right to end a partnership with the faculty member at the end of any academic term

Important Links

Below you will find links to important resources including the Instructor Resource Page that can be found on the PFW page:

- [High School Partner Page](#) (Webpage)
- FERPA / Purdue Career Account
  - [Adding FERPA to Brightspace & Navigating Brightspace](#) (Video)
  - [FERPA Overview](#) (Webpage)
  - [PFW IT HelpDesk](#) (Webpage)
  - [helpdesk@pfw.edu](#) (Email)
- Box
  - [Box Individual Sign-Up](#) (Webpage)
  - [Box Read Overview](#) (PDF)
  - [Introduction to Box Read](#) (Video)
  - [Accessing Shared Folders](#) (Video)
  - [Uploading and Downloading Content](#) (Video)
- Other Important Resources, Links, and Documents
  - [Updated Instructor Syllabi Template](#) (Document)
  - New Instructor On-Boarding (PDF)
  - Summer 2025 Professional Development (PDF)
  - [Office of Student Conduct and Care: Academic Integrity](#) (Webpage)
  - [Academic Misconduct Letter](#) (PDF)
  - [Indiana College Core (ICC) Resource Guide](#) (PDF)

Faculty Liaison

Roles and Responsibilities

- Facilitate annual professional development opportunities for all concurrent enrollment instructors for your course/department

- Provide new course on-boarding to all new instructors, as well as returning instructors picking up a new course
- Offer sample syllabi to new instructors and review all syllabi from all instructors to ensure they are following Purdue Fort Wayne guidelines
- Review course assessment samples to make sure they are equivalent to what is being done on campus
- Maintain a productive ongoing rapport with high school instructors through emails etc.
- Coordinate with your instructors to schedule site visits according to the schedule
- Attend trainings for faculty liaisons offered by the Collegiate Connection office
- Collaborate with the Collegiate Connection office for administrative business, including NACEP material requests etc.
- Attend the annual professional development seminar, or equivalent professional development as approved by the department FL(s)
- Notify the Collegiate Connection office of any concerns, changes in status, contact information, etc.

Application and Approval of New Instructors

All candidates for new instructors will have to 1st apply through the Collegiate Connection online application. Once they have submitted their application the Collegiate Connection office will compile all the materials and share them with the faculty liaison through the shared O'Drive folder. From there, the faculty liaison and department can decide whether or not the candidate will be approved and report that decision to the Collegiate Connection office. The Collegiate Connection office will then send the appropriate notification and next steps for the new candidates.

Course Specific On-Boarding

Once a new instructor has been approved by the department the next step is for them to receive new instructor on-boarding from the Collegiate Connection office and course specific on-boarding from either the faculty liaison or another person in the department that can teach the course. The course specific on-boarding should be geared towards making the course as equivalent to on-campus as possible. This on-boarding must be completed before the course starts as a PFW course and can be completed in person or virtually (Teams/Zoom). Please follow the Course Specific On-Boarding Agenda Template *(link)* and complete the Professional Development / Course On-Boarding Form for Instructors *(link)*, just make sure you select "Course Specific On-Boarding" on the form and don't forget to upload any materials used.

Annual Professional Development

Discipline related professional development must be offered to all returning instructors each year. This can be done during the summer PD or at any point throughout the academic year. The annual PD can be done in person or through digital means, including online discussion boards or ongoing email exchanges. Goal of this PD is to promote rigor and enhance pedagogy or expand their breadth of knowledge in the discipline. Once the PD has been completed please make sure that you fill out the Professional Development / Course On-Boarding Form for Instructors *(link)*, just make sure you select "Professional Development" on the form and don't forget to upload any materials used.

Potential PD Ideas:
- Discussion of current topics in the field
- Collaborative course content creation
- Collaborative Assessment creation
- On-Campus course observations and discussion
- Discussion of upcoming or ongoing research
- Participation in approved discipline related conferences

Site Visits and Observations

Site visits and observations are an important check to make sure that courses taught off campus are equivalent to what is done on-campus. Each course that is taught outside of main campus must be observed either every year or every 3 years, depending on the department and the instructor. Each department is allowed to put any returning instructor, that is in good standing, into a 3-year rotation: however, each new course must be observed and evaluated for equivalency. These observations must be conducted by a department faculty liaison using the Observation Form Rubric *(link)* provided to them and can be done either in-person or through digital means. To access the form itself you can click on this link Observation Form *(link)*, or you can visit the Faculty Liaison Resource *(link)* page.

Syllabi and Assessment Review

Instructors will submit their course syllabi and samples of assessments each academic year through their assigned Box folder. The syllabi must be able to be paired with a syllabus from on campus reflecting the same learning objectives and outcomes. The sample student assessments must also be paired with their on-campus counterparts and must reflect the same level of rigor and should be in comparable format, they do

not have to be identical but should reflect the same assessment strategies and learning outcomes.

Additional Material Requirements

During an accreditation cycle, the Collegiate Connection office will request additional documentation from faculty liaisons to be used as evidence that the program is meeting the NACEP accreditation standards. The Collegiate Connection office will include additional trainings and materials, on top of the trainings and meetings that are already offered each year, to help support the faculty liaisons in this requirement. Below is a list of the materials that will be requested:

NACEP Standard Materials
- Assessment
  - Statement of Equivalency
- Faculty 2
  - Description of New Course/Instructor On-Boarding
  - Should include the format, delivery method, expectations for the course, learning outcomes, etc.
- Faculty 3
  - Description of Annual Professional Development
  - Should include the format, delivery method, frequency, and an explanation of how annual professional development is distinct from new course/instructor on-boarding

Important Links

Below you will find links to important resources including the Instructor Resource Page that can be found on the PFW page:

- Faculty Liaison Resource Page
- Box
  - Box Read Overview (PDF)
  - Introduction to Box Read (Video)
  - Accessing Shared Folders (Video)
  - Uploading and Downloading Content (Video)
- Completion Forms
  - Professional Development & On-Boarding Completion Form (Link)
  - Course Observation Form (link)
- Other Important Resources, Links, and Documents
  - Instructor On-Boarding Agenda (PDF)
  - Instructor Syllabi Template (Document)

Appendix:

Syllabus Template

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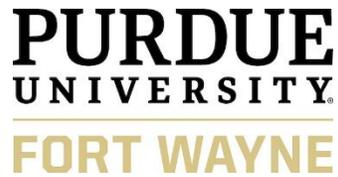
Course Syllabi

Course Title: The Force: An Introduction   **Instructor Email:** wanobi1977@pfw.edu

Course Number: F10100   **Last Updated:** Fall 2024

Instructor Name: Obi Wan Kenobi   **Course Semester:** Fall 2025

Course Description:

This is where a description of your course will go based on the description found in the PFW course catalog.

Course Prerequisites:

This is where a listing of the course prerequisites will go if required and can be found using the PFW course catalog.

Course Access:

Describe your course management system (learning management system) and encourage students to become familiar with it; for example, Brightspace is our learning management system, others include Schoology, Google Classroom, or Moodle.

Course Goal:

Describe a rationale of the course and list the course goals (typically 4-6). Goals are broad, overall statements of what students will learn by the end of the course.

Student Learning Objectives:

This is where you will be listing the course's student learning outcomes directly copied from the syllabi shared with you from the department representative etc. It's important to make sure that you do not change or modify these learning objectives from what is done here on campus to make sure that the course is as equivalent to what is done on campus as possible.

Learning Resources & Texts:

List any required texts and additional materials needed. Use a full citation and state where the texts/materials can be purchased.

- Required Textbook: Jinn, Qui-Gon. (30 BBY). Focus Determines Your Reality. Jedi Archives.
- Additional Readings: Yoda. (45 BBY). Important Sayings These Are. Jedi Archives

Assignments:

Identify how students learning will be assessed in the course and how grades will be calculated.

Grading Scale:

This is where a description of your course assessments will go based on similar methods as used here on campus. While they do not have to be exactly, they should be as close as they can be.

Course Evaluation:

This is where you can describe the process of how students can evaluate the course. In the case of Collegiate Connection students, students will be provided a link through their email or LMS whatever is easiest for their instructors to share. This link will be to a form created and managed by the Collegiate Connection office, all data collected is anonymous and will be shared with instructors and their departments at the end of the school year.

Academic Misconduct / Plagiarism / AI:

Academic Misconduct, including plagiarism (using other people's ideas/words and not giving them credit thus implying the work is your own original work) or using your own work from a previous course without the express permission of the instructor, is taken very seriously at any learning institution. It is taken very seriously in this class. Please be aware of what behaviors constitute academic misconduct (See Bulletin, Code of Students Rights, Responsibilities and Conduct Part II. A.) If caught cheating or plagiarizing, a student may receive no credit on the assignment and may result in an F for the course. Any instances of academic dishonesty will be reported to the Office of Student Conduct and Care and your Department Chair and may result in expulsion from the University. Additional potential consequences can be found under: potential consequences (See

[Bulletin, Code of Students Rights, Responsibilities and Conduct, Part III. A.](#): i.e., failure of the assignment, failure of the course and/or dismissal from the university) of such behavior.

Outline your class policy on using Artificial Intelligence (e.g., ChatGPT, Amazon Codewhisperer) for learning and completing assignments. Please refer to the [CELT syllabus statement examples for AI usage](#) to identify the policy that aligns with your teaching philosophy, course learning outcomes, discipline requirements, and student characteristics.

Student Support Services:

Purdue University Fort Wayne is committed to your academic and personal success. Visit the [Student Support Services](#) page for a list of student support services, including academic services, technology services, health and wellness, and support from administrative offices. For help with technology, including Brightspace, visit the [IT Services Student Technology Support](#) page.

If you observe and/or are made aware of student behavior that leaves you feeling concerned, worried, and/or alarmed, trust your instincts and say something. The CARE Team can assist with the student of concern, whether that's you or someone you are referring. Report the concern through the online CARE referral form. Please note that this form is not for emergencies. If you know of a student who is injured, is injuring themselves or others, or is threatening injuries to themselves or others, please call 911 immediately.

Your emotional wellness and mental health are important. If you have a mental health disorder, are struggling with your mental health, your stress overwhelms your ability to cope with it, or you find yourself needing emotional support, please talk to someone. If you or someone you know is in a mental health crisis situation, call 911 or go to the local emergency room. Otherwise, please reach out to our Center for Student Counseling (CSC). All currently enrolled PFW and IUFW students have access to free counseling at the center. To make an appointment to talk with a counselor call 260-481-6200 or email csc@pfw.edu.

Course Schedule:

Provide a course calendar specifying important dates, major projects, mid-term, finals, etc.

Additional Information:

Anything else that you would like to add or think that would be beneficial to students

Observation Rubric

PFW Course Observation Rubric

Learning Objectives and Outcomes

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

- **Needs Refinement:** Learning objectives and outcomes are somewhat communicated but with limited understanding from students, objectives and outcomes are also not clearly aligned with or supported by the provided course syllabus

- **Equivalent:** Learning objectives and outcomes are communicated and understood by most students and are aligned with and supported by the provided course syllabus

- **Exemplary:** Learning objectives and outcomes are explicitly communicated and understood by all students and are aligned with and supported by the provided course syllabus

Student Critical Thinking (Creative, Analytical, Reflective, Research, etc.)

In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the enrollment instructor must ensure that learning experiences present opportunities to practice and demonstrate critical thinking skills that are equivalent to its on-campus counter-part.

- **Needs Improvement:** Critical thinking is somewhat focused on supporting the learning objectives, provided little to no opportunities to engage in at least one type of critical thinking, work is not at the rigor and depth as the same course taught on campus

- **Equivalent:** Critical thinking is focused on supporting the learning objectives, provided some opportunities to engage in at least one type of critical thinking, work is at the rigor and depth as the same course taught on campus

- **Exemplary:** Critical thinking is always focused on supporting the learning objectives, provided ample opportunities to engage in multiple types of critical thinking, work is always at the rigor and depth as the same course taught on campus

Collegiate Rigor and Depth

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

- **Needs Refinement:** Is sometimes supported by the lesson and its learning objective(s), is not challenging to the students, is inconsistent in its level of rigor and depth as compared to the same course taught on campus

- **Equivalent:** Is supported by the lesson and its learning objective(s), is challenging and is of the same rigor and depth as the same course taught and is of the same rigor and depth as the same course taught on campus

- **Exemplary:** Is clearly and explicitly supported by the lesson all of the learning objective(s), is challenging

Assessment Strategies and Feedback

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

- **Needs Refinement:** Are sometimes aligned with the same strategies, rigor, and/or depth of the same course taught on campus, provides inconsistent evidence of student mastery of learning objectives, assessments are sometimes used to guide and/or improve instruction, provides inconsistent effective collegiate level feedback to students in a timely manner

- **Equivalent:** Are aligned with the same strategies, rigor, and depth of the same course taught on campus, provides evidence of student mastery of learning objectives, assessments are used to guide and improve instruction, provides effective collegiate level feedback to students in a timely manner

- **Exemplary:** Are always aligned with the same strategies, rigor, and depth of the same course taught on campus, provides ample evidence of student mastery of learning objectives, assessments are used to guide and improve instruction, always provides effective collegiate level feedback to students in a timely manner