



TRINE
UNIVERSITY



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Trine University

Mission:



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

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

Vision:

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

Trine University Dual Enrollment

Mission:

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

Vision:

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

Trine University and Dual Enrollment

Goals:



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

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

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

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II. Dual Enrollment Program Overview



The Dual Enrollment program at Trine is currently composed of 4 delivery models, each being designed to maximize learner outcomes based on the individual or their high school's needs.

- **Academic Experience** (*also known as Concurrent Enrollment*) ~ Courses are taught by concurrent enrollment instructors who are also high school teachers. These courses are offered to the students on the local high school campus during the regular school day and are overseen by university faculty liaisons.
- **Campus Experience** ~ Courses are taught on the Trine University campus by university faculty.
- **Online Experience 2 options**
 - **Online Asynchronous** ~ Courses are taught online through Trine Online by university faculty.
 - **Online Blended** ~ Courses are co-taught by Trine Online faculty who are responsible for providing the content and assessing students and the classroom teacher who facilitates the day-to-day student engagement.

Dual Enrollment Stakeholders

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

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

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

Dual Enrollment Office ~ The Dual Enrollment Program has two full-time staff members and one student assistant. Staff are responsible for all administrative, financial, and policy matters. They organize all recruiting, staffing, marketing, registering, teacher review processes, and program evaluations, and handle all student and instructor issues. The Dual Enrollment Staff meets with interested partners, visits



high schools on a regular basis, maintains files of all registered students, organizes all training and professional development sessions, and stays in constant contact with guidance counselors, instructors, and other high school administrators to assure quality communication.

Faculty Liaison ~ Faculty Liaisons are Trine University faculty members within the academic departments through which concurrent enrollment courses are offered. They attend and facilitate discipline-specific professional development sessions, work with concurrent enrollment instructors to ensure quality and comparability of courses, and visit each instructor's classroom during rotation their rotation schedule. The Faculty Liaisons ensure that university courses taught through the concurrent enrollment program offer the same content, assessment, and pedagogy as used on campus.

Facilitating (Classroom) Teachers ~ High school teachers that facilitate the day-to-day engagement and support for dual enrollment students. Facilitating teachers are responsible for conducting labs when appropriate, leading classroom discussions, providing 1 on 1 support, and leading small groups to whole-class remediation. Facilitating teachers are also expected to communicate and collaborate with the faculty liaison who is responsible for the primary instruction and assessment of students.

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

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

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

III. Faculty Liaison



Overview & Qualifications

The position of Faculty Liaison is a critical one within the Dual Enrollment program at Trine University. All Concurrent Enrollment Instructors throughout the Dual Enrollment program are assigned a Faculty Liaison who serves as the direct representative of Trine University and their department or school. The Faculty Liaison will work closely with the concurrent enrollment instructor to ensure that curricula, pedagogy, philosophy, and assessment are aligned and equivalent to what is taught on campus. To qualify as a Faculty Liaison, an individual must meet the minimum requirements for teaching on campus and must be approved by their department and the Office of Dual Enrollment.

Expectations, Responsibilities, & Privileges

- **Professional Development**
 - ~ Attend annual Faculty Liaison training through the Office of Dual Enrollment
 - ~ Facilitate and lead ongoing discipline-specific professional development with each of your Concurrent Enrollment Instructors
 - Professional development can be done 1 on 1 or as a group collaboration in-person, hybrid, remote, asynchronous/synchronous.
 - ~ Provide course-specific onboarding covering pedagogy, curricula, and assessment that is specific to new Concurrent Enrollment Instructors before they teach their course to ensure equivalency with courses taught on campus.
- **Communication**
 - ~ Facilitate the flow of information each semester with Concurrent Enrollment Instructors
 - ~ Maintain an ongoing rapport with the high school instructor through emails and phone calls.
 - ~ Provide constructive feedback relating to site observations.
- **Concurrent Enrollment Instructor Support**
 - ~ Supply Concurrent Enrollment Instructors with current sample syllabi shells.
 - ~ Share any relevant course materials, lessons, experiments, etc.
- **School Site Visits**
 - ~ Coordinate with your Concurrent Enrollment Instructor to schedule at least one site visit based on its course rotation to the course for observation (*a video recording of a lesson may also work depending on the situational constraints*)
 - ~ Complete and submit appropriate observation forms.



- ~ Alert dual enrollment staff to concerns regarding instructor or course content.
- **Assessments, Grades, and Documents**
 - ~ Provide guidance, quality feedback, and examples concerning assessment and grading policies and practices of the department and of the course *(must be equivalent to the on-campus course, more information found below under site visit)*
 - ~ Review a set of graded course equivalent assessments or work samples to ensure academic rigor and grade equivalency to the Trine University course.
 - Assessments must accurately measure matching on-campus course learning objectives to ensure academic rigor and grade equivalency.
 - Will be paired with on-campus course work and comparison to on-campus student work, therefore must assess the same topics or concepts, comparative format, and use the same assessment strategy.
 - Make sure copies are submitted appropriately in the Microsoft Teams Folder *(examples must be from the concurrent enrollment course and another from the on-campus course: with names redacted or removed to demonstrate equivalency)*
- **Due Dates**
 - ~ Crucial for recording and tracking equivalency between on-campus and concurrent courses.
 - ~ Faculty Liaisons are required to turn in all materials, reports, observations, etc. by the following deadlines to the assigned team folders.

High School Term	Deadline
Fall Semester	December 8 th 2023
Spring Semester	May 30 th 2024
Year Long Course	May 30 th 2024

Application, Accepted/Denied Process

Trine University faculty that are interested in becoming a Faculty Liaison for their department should apply by completing the [Faculty Liaison Application](#). If you have been accepted as the Faculty Liaison, you will receive a confirmation letter either through the mail or through email. If the application is denied, you will be notified as soon as the decision is made. Your notification will also include the reason why your application was not accepted and potential steps to prepare should you decide to attempt to apply in the future.

Site Visit Observations



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

During the site observations, Faculty Liaisons are responsible for observing the classroom instruction, the level of rigor in a course, the interaction between students and the instructor, and the academic expertise of the instructor with the aim of course equivalency to Trine's main campus. Lessons covered on visit days should be of a typical format for the course. All instructors will be different, and the site observations are to be only focused on determining if a course is comparable and equivalent to the on-campus Trine University course. Therefore, Faculty Liaisons will use the online Site Observation Rubric Form to record their impressions, track course equivalency, and help create meaningful feedback to improve course equivalency.

Syllabi Submissions & Student Work Submissions

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

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

- Copies of at least 3 graded assessments, papers, and/or projects complete with instructor-provided feedback.
 - This student work should reflect the different levels of proficiency (A, B, C, etc.), and again should have student names removed or redacted.
 - Digital copies are preferred but paper copies are also acceptable.



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

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

Professional Development

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

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



- Various professional development opportunities are available to all Trine University faculty members, such as guest lectures, etc. and Concurrent Enrollment Instructors are always welcome to attend these sessions.
- All professional development opportunities are eligible for **Indiana Department of Education Professional Growth Points (PGPs)**. Therefore, Faculty Liaisons have access to the **PGP Form** that will allow them to distribute these PGP's and track all Professional Development they lead (*whether the teacher needs the PGPs or not, Faculty Liaisons are expected to submit the PD form to track the PD offered*)

Non-compliance, Remediation, and 2nd Chance Policy

All approved Dual Enrollment Program Faculty Liaisons must comply with the policies and procedures of Trine University and the Dual Enrollment Program. Faculty appointments are done on a yearly contract basis. Faculty Liaisons are in non-compliance when any of the expected liaison responsibilities are not met. Should a Faculty Liaison's status be changed to non-compliance, they are subject to non-renewal of their yearly contract. Each Faculty Liaison in non-compliance with university policies and procedures will be handled on a case-by-case basis with a review of pertinent evidence and a determination by Trine.

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

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



IV. Appendix A

Faculty Liaisons: Concurrent Enrollment Instructor Site Visit Observation Rubric

NACEP Standards:

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

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

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

Faculty Liaisons

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



Rubric

Learning Objectives and Outcomes Indicator

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

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

Lesson Organization and Planning Indicator

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



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

Curriculum Meets Collegiate Rigor and Depth Indicator

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 provides similar challenging experiences.

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



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

Student Engagement, Interest, Involvement Indicator

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

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



- ~ Are provided ample opportunities to demonstrate ownership of their own learning.
- ~ Are presented with various learning experiences that value inquiry, exploration, and research of the topic.

Student Critical Thinking and Work Indicator

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

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



Assessment Strategies and Feedback Indicators

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

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

