



Concurrent Enrollment Faculty Handbook

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Overview

For decades, the concurrent enrollment program in Utah has allowed high school students to take college classes for dual enrollment and receive both high school and college credit. Funded under an annual state appropriation, concurrent enrollment (CE) also allows high school students access to college courses at an extremely affordable cost.

Snow College continually aims to serve as a regional leader in concurrent enrollment, providing quality college-level education to students—primarily in rural areas, where such opportunities aren't already available. This program will lead students to successful pathways by helping them earn meaningful credit through rigorous and engaging college courses. Students will learn effective practices to promote academic success and build confidence in pursuing academic goals beyond high school.

Snow College offers three primary formats of concurrent enrollment:

- Face-to-face high school CE (sometimes called HS CE or F2F) taught at the high school by HS teachers
- Interactive Video Conferencing (IVC) taught by Snow College faculty and broadcast live to high school students
- Hybrid classes that allow students to view IVC class recordings

While CE offers many opportunities to students, the program also presents unique challenges for college department chairs. **This handbook is a compilation of documents, forms, and resources aimed to guide and assist Snow College department chairs and department liaisons in management of their concurrent enrollment courses.**

Please contact Snow's Concurrent Enrollment Director or a member of the CE Committee if you have any questions about the contents of this handbook or to request any alternate file formats (.docx Word files or individual fillable .pdfs) you might need.

CE Faculty Handbook (2021) created and compiled by:

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--CE Director: Mike Daniels



High School Concurrent Enrollment USHE and USBE Teacher Qualifications

In addition to specific Snow College department requirements (if applicable), Snow College Concurrent Enrollment adheres to the minimum USHE AND USBE high school teacher qualifications:

SB291

Provides conditions under which public educators are eligible to teach CE courses. Educators, called “LEA employee(s)” in statute, is

Eligible to teach CE if they:

1. are licensed under statutory Education Professional Licensure; and
 2. taught the CE course they wish to teach in future during the 2018-19 or 2019-20 school year
- OR
3. meet the academic qualifications listed below.

Qualifications to teach an Academic CE course:

- a) a master’s degree or higher in the concurrent enrollment course’s academic field;
- b) a master’s degree or higher in any academic field and at least 18 completed credit hours of graduate course work in an academic field that is relevant to the CE course OR
- c) qualifying experience, as determined by the institution of higher education.

Qualifications to teach a CTE CE course:

- a) a degree, certificate, or industry certification in the CE course’s academic field
- OR
- b) qualifying experience, as determined by the institution of higher education.

R165-10.

College or university faculty or public-school educators teach concurrent enrollment courses for the offering institution.

10.1. Selection of CE Instructors: LEAs and the participating USHE institution shall jointly select instructors for concurrent enrollment courses. Selection criteria for instructors are the same as those criteria applied to other adjunct faculty appointments in specific departments within the USHE institution. Once approved as an adjunct, CE instructors who teach a CE course in 2018-19 or 2019-20 may continue to teach CE courses given curricular standards and student performance outcomes in the classes meet sponsoring academic department standards. Institutions shall establish a process for determining, in consultation with LEA partners, whether an eligible instructor who previously taught a CE course is no longer qualified to teach the CE course. The appropriate academic department at the institution must approve CE instructors prior to teaching the concurrent enrollment class.

Snow College Concurrent Enrollment High School Teacher Agreement Guide

In order to comply with state codes and college accreditation requirements, each department chair should send a Teacher Agreement to be signed by each high school concurrent enrollment teacher who is teaching a class in their department.

The Teacher Agreement should outline minimum expectations for the concurrent enrollment class and provide essential guidelines for the high school teacher, helping to ensure the required curriculum is taught and that the quality and rigor students experience at different high school sites is appropriately consistent.

Should they choose, department chairs can create their own Teacher Agreement to distribute, but this guide provides a standard template (pg. 5) that can be used as is—or customized and developed to meet additional department requirements (e.g. hiring qualifications, textbook requirements, professional development requirements, Canvas requirements, exam instructions, enrollment limits).

This guide also includes several examples of Teacher Agreements from other departments (pgs. 6-8).





Snow College CE High School Teacher Agreement

We appreciate the time and effort you invest to ensure a high quality course is delivered at your school. To that end, we ask that you read and sign this document every year, which outlines guidelines for course delivery for Snow College concurrent enrollment courses.

- I will teach the course content as outlined by the master course syllabus (see <https://www.snow.edu/syllabus/>).
- I recognize that this is a college class taught at the high school, instead of being a high school class that awards college credit. The course should match college-level standards, rigor, course curriculum, etc.
- I will submit each student’s final letter grade into Badger Web within one week of the class’s conclusion. The grade entered in Badger Web should reflect the cumulative letter grade for **all** course work across all terms. (See <https://www.snow.edu/ce/grading> for more information.)
- I will submit student artifacts for department and college assessments when requested.
- I recognize that I should expect a Snow College professor to have access to the Canvas course and to schedule a class visit at least once during the year.
- I will provide a detailed syllabus to the applicable Snow College Department Chair.
- I agree to contact appropriate college officials for assistance (see “Snow College Contacts” below) if any questions or concerns about my course arise.

I have read and agree to adhere to the procedures listed above:

_____	_____
Printed name	Signature
_____	_____
Date	Academic Year
_____	_____
Course	High School

An agreement must be signed every year

Snow College Contacts

For questions:

--on entering grades, student enrollment, and general concurrent enrollment policies: contact your school’s Snow College Advisor (found here: <https://www.snow.edu/ce>) or CE Director Mike Daniels, mike.daniels@snow.edu 435-283-7320.

--on curriculum, training, composition-specific issues, or site visits: college department chair or liaison

on Canvas help, tech issues, student logins: TLC Director Justin Thorpe, justin.thorpe@snow.edu 435-283-7340 or 7341

Snow College Business Department Concurrent Enrollment Teacher Agreement

High school teachers agree to the following the Course Delivery Guidelines for concurrent Snow College Business Courses and must sign below indicating agreement:

- The high school teacher must teach the course content as outlined by the lead Snow College professor (exception: BUS 1600) and not simply allow the students to work in an open entry/open exit or self-paced setting. The teacher must guide discussions and demonstrate software where applicable.
- The courses must be taught as stand-alone courses at the high school. No other courses should be taught in the classroom at the same time as the concurrent enrollment course.
- Class size should consist of eight or more students who are taking the class for credit from Snow College. While other students may participate in the class without receiving college credit, at least eight students should be taking the class together at the high school site.
- An expected 45 hours of instruction time is required for three-credit courses. Students taking college courses are expected to do work outside of class instruction time.
- With only limited exceptions, the teacher must follow the course schedule sequence as outlined by the college.
- The high school instructor must use the textbook, and software where applicable, designated by the lead Snow College professor.
- Unless indicated otherwise, no notes or books are allowed during exams. Students should test at the same time. Exams should be properly proctored by the high school teacher, prohibiting any exchange of information between students.
- The signature assignment (usually the final project) for the course must be used exactly as designated and should be administered in the sequence outlined by the lead Snow College instructor. The rubric corresponding to the signature assignment must be used.
- Signature assignments with their corresponding completed rubrics should be mailed to the lead Snow College professor *if not submitted in Canvas*. The high school teacher will complete a spreadsheet to report signature and reflective assignment data.
- Grades for the entire course should be recorded in Canvas.
- Teachers should expect a scheduled visit from a Business Department faculty member at least once during the course.
- Only juniors and seniors may enroll in for-credit Snow College Business Department courses.

***I agree to adhere to the procedures outlined above:**

Printed name

Signature

Course

Semester taught

High School

Thank you for sharing your expertise with your students! We appreciate the time and effort you invest to maintain the quality of Snow College Business Department courses delivered at your school.

**An agreement must be signed every year*

ENGL 1010 Concurrent Enrollment Teacher Agreement

We appreciate the time and effort you invest to ensure a high-quality ENGL 1010 course is delivered at your school. To that end, we ask that you read and sign this document, which outlines guidelines for course delivery of English concurrent enrollment courses.

- I will teach the course content as outlined by the master course syllabus and English 1010 Parameters document (linked in the instructor module of the course shell in Canvas).
- I recognize that this is a college class taught at the high school, instead of being a high school class that awards college credit. The course should match college-level standards, rigor, course curriculum, etc.
- I will submit each student’s final letter grade into Badger Web within one week of the class’s conclusion. The grade entered in Badger Web should reflect the cumulative letter grade for **all** course work across all terms. (See <https://www.snow.edu/ce/grading> for more information.)
- I will guide class discussions, organize peer review opportunities, provide detailed comments on drafts, and emphasize effective writing processes (planning, drafting, and revising).
- I will require students to use the department-selected textbook, which will be used in the class as a primary tool to help guide the ENGL 1010 curriculum.
- I will post a detailed syllabus in Snow College’s Canvas course before the class begins. (A syllabus template is available in the instructor module of the Canvas course shell.)
- I will use Snow College’s Canvas system for English 1010 in at least the following ways:
 - importing all course assignments into Snow’s Canvas (for assistance, see below for the TLC Dir. contact info)
 - adjusting course start/end dates to match the high school calendar
 - posting the course syllabus in the Canvas “Syllabus” page
 - publishing the Canvas course before the class begins
 - requiring each student (at least those who earn a passing grade) to submit their Rhetorical Analysis essay (signature assignment for department assessment) in Snow’s Canvas (as a .docx or .pdf file)
- I will attend the summer training at Snow College before teaching for the first time and at least every other year after that. (Snow College will pay a stipend for the training.)
- I recognize that I should expect a Snow College professor to have access to the Canvas course and to schedule a class visit at least once during the year.

Required environment for teaching concurrent enrollment English courses:

- Teacher needs a master’s degree in English or a related field (and are adjunct professors for the department).
- Course taught live to students, with no other classes being taught by the teacher at the same time and in the same room. At least 50% of the students in the classroom must be taking the class for college credit.
- No more than 25 students enrolled in a class period.
- Course taught for a full academic year (unless the course uses the TICE curriculum exclusively).
- Students must be seniors and have a 17 or higher in the English section of the ACT. Schools are welcome to increase that requirement.

I have read and agree to adhere to the procedures listed above:

 Printed name

 Signature

 High School

 Academic Year

 Date

For questions:

--on entering grades, student enrollment, and general concurrent enrollment policies: contact your school’s Snow Advisor (found here: <https://www.snow.edu/ce>) or CE Director Mike Daniels, mike.daniels@snow.edu 435-283-7320.

--on curriculum, training, composition-specific issues, or site visits: Department Chair Kent Bean or ENGL CE Coordinator

--on Canvas help, tech issues, student logins: TLC Director Justin Thorpe, justin.thorpe@snow.edu 435-283-7340 or 7341

Concurrent Enrollment High School Teacher Agreement

We appreciate the time and effort you invest to ensure that high quality concurrent enrollment Mathematics courses are delivered at your school. To that end, we ask that you read and sign this document, which outlines guidelines for course delivery for Mathematics concurrent enrollment courses.

- I will teach the course content as outlined by the master course syllabus and Snow College Mathematics Department. (see <https://www.snow.edu/syllabus/>)
- I recognize that this is a college class taught at the high school, instead of being a high school class that awards college credit. The course should match college-level standards, rigor, course curriculum, etc.
- I will submit each student's final letter grade into Badger Web within one week of the class's conclusion. The grade entered in Badger Web should reflect the cumulative letter grade for *all* course work across all terms.
- I will submit student artifacts for department and college assessment when requested.
- I will use Snow College's Canvas system for assignment dissemination and grading. I will post a detailed course syllabus in my Snow College Canvas Course before the class begins.
- I recognize that I should expect a Snow College professor to have access to my Canvas course and to schedule a class visit at least once during the year.
- I will attend the summer training at Snow College before teaching for the first time and at least every other year after that.
- I will work closely with the Snow College Mathematics Department liaison with course-related questions, to arrange required exams, and to ensure course rigor and quality.
- I will ensure that all students registered for my course meet the prerequisite requirements.
- I will use one of the following exam and grading schemes based on my level of education:
 - The teacher has a Master's degree in Math or Math Education. The course will follow the traditional concurrent enrollment model. The student's final grade will be determined by a minimum of three midterm exams, a departmental final exam or project (as indicated in the master syllabus and department guidelines for the course) and no more than 25 percent homework. The final exam (if required for the course) must be administered at the same time and setting for all students unless other arrangements are approved by the Snow College Mathematics Department liaison.
 - The teacher has a Level 4 math endorsement or the equivalent as determined by courses previously passed. The student's final grade will be determined by a minimum of three midterm tests, a departmental final exam or project (as indicated in the master syllabus and department guidelines for the course) and no more than 25 percent homework. The final exam (if required for the course) and at least one of the midterm exams will be written, proctored, and scored by the Snow College Math Department. The final exam (if required for the course) must be administered at the same time and setting for all students unless other arrangements are approved by the Snow College Mathematics Department liaison.

I have read and agree to adhere to the procedures listed above:

Printed name

Signature

Date

High School

Course(s)

Academic Year

Concurrent Enrollment High School Teacher Review

The purpose of this review is to promote professional development for high school teachers teaching CE courses and ensure quality in CE HS courses. This form is to be used in conjunction with CE Classroom Observation Form and CE High School Teacher Self-Evaluation Form (in the Snow College Concurrent Enrollment Faculty Handbook).

Notes:

- All CE HS teachers should be reviewed annually.
- CE HS teachers should complete a self-evaluation (CE High School Teacher Self-Evaluation Form) yearly.
- Department chairs or CE liaisons should complete the review, but classroom observations should be assigned (when possible) to members of the department.
- Course Evaluations should be reviewed carefully by the CE teacher and by the department reviewer.
- Each annual evaluation should consider classroom observation, course evaluations, and obligations outlined in teacher agreement.
- Forward all review documents (including classroom observation forms) to the college CE Director to be kept on file.

Teacher Name	Reviewer Name	Date
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	Exceeds Expectation	Meets Expectation	Needs Improvement
1. Meets expectations as outlined in the CE teacher agreement.			
<i>Comments:</i>			
2. Uses the master course syllabus and abides by department expectations/requirements for the course, etc.			
<i>Comments:</i>			
3. Submits final grades and signature assignments for assessment (when requested) by college deadlines.			
<i>Comments:</i>			

	Exceeds Expectation	Meets Expectation	Needs Improvement
4. Has students complete course evaluations, reviews evaluations, and uses that feedback to improve teaching.			
<i>Comments:</i>			
5. Cooperates with college department on observations, curriculum development, etc.			
<i>Comments:</i>			
6. Develops and refreshes course with college-level rigor (including engagement and inquiry) in mind.			
<i>Comments:</i>			
7. Participates in professional development and training opportunities provided by the college when available.			
<i>Comments:</i>			
8. Uses feedback from course observations, college reviews, etc., to develop teaching.			
<i>Comments:</i>			
<i>Additional Comments:</i>			

HS Teacher Name

HS Teacher Signature

Date

**Department Reviewer
Name**

**Department Reviewer
Signature**

Date

High School Concurrent Enrollment Course Observation Form

The purpose of the classroom observation is (1) to document the quality of CE classes to provide evidence for continuing this CE course at this high school and (2) to provide feedback to improve teacher performance.

Teacher Name	Course Observed	Date
High School		Number of Students Present
Reviewer Name	Reviewer Badger ID	Budget Account Transfer Into

Instructions for Reviewer: Reviewer should forward completed form to high school teacher, college department chair, and college concurrent enrollment director.

1. Outcomes for this specific class are clear and aligned with the outcomes for the entire course; outcomes for this specific class are met.	Impressions	
<i>Evidence that the criteria is met:</i>		Exceeds Expectations
<i>Comments:</i>		Meets Expectations
		Needs Improvement

2. The students present are engaged and the atmosphere is one of mutual respect appropriate for a college-level class.		Impressions
<i>Evidence that the criteria is met:</i>		Exceeds Expectations
<i>Comments:</i>		Meets Expectations
		Needs Improvement

3.The class is well planned and presented.		Impressions
<i>Evidence that the criteria is met:</i>		Exceeds Expectations
<i>Comments:</i>		Meets Expectations
		Needs Improvement

4. The teacher demonstrates mastery of the subject matter.		Impressions
<i>Evidence that the criteria is met:</i>		Exceeds Expectations
<i>Comments:</i>		Meets Expectations
		Needs Improvement

5. The class content is clear, understandable, and equivalent to college-level rigor.	Impressions	
<i>Evidence that the criteria is met:</i>		Exceeds Expectations
<i>Comments:</i>		Meets Expectations Needs Improvement

6. The students demonstrate their knowledge of course content during the class.	Impressions	
<i>Evidence that the criteria is met:</i>		Exceeds Expectations
<i>Comments:</i>		Meets Expectations Needs Improvement

7. The class environment feels like a college-level class.	Impressions	
<i>Evidence that the criteria is met:</i>		Exceeds Expectations
<i>Comments:</i>		Meets Expectations Needs Improvement

8. Based upon your observation, the teacher has specific strengths in the area of:

--

9. Based upon your observation, what suggestions do you make to the teacher and why?

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Addendum: Explanation of Impressions

Meets Expectations: Teacher meets all expectations as outlined in the agreement/contract and as instructed by the department overseeing the course. This is the benchmark for each teacher and course, and it indicates the course is in alignment with college-level expectations. This impression means that minor improvements could still be made in the course.

Exceeds Expectations: Teacher meets all expectations and even goes beyond them to ensure course meets college-level expectations. This impression should only be used when a teacher significantly goes beyond expectations and should not be the standard for all criteria.

Needs Improvement: Teacher should improve in this area to better align the course with the expectations outlined in the agreement/contract and as instructed by the department overseeing the course. This does not necessarily indicate subpar teaching but is generally an indication of where the teacher should improve the course to ensure it better aligns with the expectations of a college-level course and the expectations and requirements of this course in particular. This impression does not mean the teacher should not continue teaching the course. Instead, it is a marker of where the teacher should improve. This observation is not the sole determiner of whether a course should be continued. This impression should be used when significant improvements are recommended to better align the course with expectations.

CE High School Teacher Self-Evaluation

The purpose of this self-evaluation is to help CE high school teachers continue to develop and enhance their CE course. It should be used as a discussion point between department chairs/evaluators and high school teachers each year a teacher teaches a course, during the yearly review. This self-evaluation will also be used to guide professional development and continuation of a teacher’s teaching a particular CE course.

Instructions: For each criterion, briefly identify, where applicable, what goals you set last year, the results, and your goals and action plan for the upcoming year. Submit this form each year as directed by the college department over the course.

Name:	High School:
Class:	Academic Year:

Teaching
<p>1. Engaged Teaching: What strategies do you incorporate into your teaching to promote student engagement that reflects a college-level atmosphere?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>
<p>2. Inquiry: What strategies do you employ to ensure a learning environment for all students that encourages student curiosity, inquiry, respect, and/or integrated thinking?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>
<p>3. Course Refresh: What have you done to update and refresh the courses you teach, ensuring your course continues to align with the master syllabus and department guidelines?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>

Form A3 (from A&T Faculty Guide)
Concurrent Enrollment High School Teacher Self-Evaluation

<p>4. Rigor: What do you do to ensure a rigorous college-level class environment that helps students prepare for college?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>
<p>5. Assessment (assessment tools include course signature assignments or department finals, data from course assessments, self-evaluations, course observations, department chair reviews, etc.):</p>
<p>a. What assessment tools do you use and how do you ensure students are meeting master syllabus learning outcomes through those assessments?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>
<p>b. What changes have you made to your own teaching based upon assessment feedback?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>
<p>c. Based upon recent course evaluations and course observations, what are your strengths and what are your weaknesses?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>

CE HS Teacher Signature:	Date:
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Snow College Concurrent Enrollment Grading Standards for High School Teachers

Face-to-face high school teachers will submit each concurrent enrollment student's final letter grade into Badger Web within one week of the class's conclusion. The grade entered in Badger Web should reflect the cumulative letter grade for **all** course work across all terms and should follow the Snow College recommended grading scheme below.

Snow College Recommended Grading Scheme

Any changes to the grading scheme must be approved by the department chair.

Letter Grade	Percentile Range	Grade Points
A	94 to 100%	4.0
A-	90 to <94%	3.7
B+	87 to <90%	3.3
B	84 to <87%	3.0
B-	80 to <84%	2.7
C+	77 to <80%	2.3
C	74 to <77%	2.0
C-	70 to <74%	1.7
D+	67 to <70%	1.3
D	64 to <67%	1.0
D-	60 to <64%	0.7
F	0 to <60%	0.0

- For more information on entering grades, see snow.edu/ce/grading.

- GPA Calculator & Letter/Grade Point Scale can be found at <https://snow.edu/academics/gpa.html>

- Information on using the Canvas Gradebook can be found at <https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-use-the-Gradebook/ta-p/701>

Below are three examples of how a student's final Snow College grade can be calculated to reflect the cumulative letter grade for *all* course work across all terms.

Example: Grade for a 4-Term Course with *Unequal* Points Each Term

	Points Possible (<i>unequal</i> amounts)		Points Collected	Percentile Grade	High School Letter Grade
Term 1	200		180	90%	A-
Term 2	250		200	80%	B-
Term 3	250		220	88%	B+
Term 4	300		270	90%	A-

$$\text{Cumulative Grade} = \frac{\text{sum of all points collected}}{\text{total points possible}}$$

$$= \frac{(180 + 200 + 220 + 270)}{(200 + 250 + 250 + 300)} = \frac{870}{1000} = 87\%$$

Cumulative Grade = 87%

Grade entered into Badger Web: **B+**

Example: Grade for a 4-Term Course with *Equal* Points Each Term

		Percentile Grade	High School Letter Grade
Term 1	Equal points for each term	84%	B
Term 2		92%	A-
Term 3		87%	B+
Term 4		76%	C

$$\text{Cumulative Grade} = \frac{\text{sum of percentile grade}}{\text{\# of terms}}$$

$$= \frac{84\% + 92\% + 87\% + 76\%}{4} = \frac{339\%}{4} = 84.75\%$$

Cumulative Grade = 84.75%

Grade entered into Badger Web: **B**

Example Grade for a 2-Term Course with *Equal* Points Each Term

		Percentile Grade	High School Letter Grade
Term 1	Equal points for each term	89%	B+
Term 2		77%	C+

$$\text{Cumulative Grade} = \frac{\text{sum of percentile grade}}{\text{\# of terms}}$$

$$= \frac{89\% + 77\%}{2} = \frac{166\%}{2} = 83\%$$

Cumulative Grade = 83%

Grade entered into Badger Web: B-

Corrective Action Process for Concurrent Enrollment Adjunct Teachers

1-The Purpose of Corrective Action

1.1 Concurrent enrollment adjunct teachers (hereafter CE teachers) play an important role in quality college instruction at the high school level. Good teaching involves oversight and mentoring from designated college supervisors to assure that all are doing their part to meet the demands of classroom teaching. From time to time, it may be necessary to initiate Pre-Corrective Actions or to create an Action Plan to help a CE teacher improve his or her classroom teaching. This document lays out the process the college uses with regard to corrective action of CE teachers. This process is compliant with Utah Board of Regents Policy R841 and Snow College Policy #318.

2-Definitions

2.1 *CE Teacher*: A CE teacher is not a regular college faculty member but is a specially-appointed faculty member who is retained by the college to teach college-level classes at the high school. All CE teachers are considered by the state of Utah to be at-will adjunct teachers who do not earn a salary from the college, but maintain the same teaching standards as other adjunct faculty.

2.2 *Action Plan*: If a college supervisor (a department chair or his or her designee, a department concurrent enrollment supervisor or liaison, Human Resources, or others in the supervisory chain, including college administrative leaders) recognizes that an Action Plan is necessary, a plan will be created in a manner to achieve the least adverse effect upon a CE teacher and the college. In the most severe cases, action may include sanctions up to and including dismissal from teaching concurrent enrollment courses, if the college deems such action necessary. All at-will faculty members in the state of Utah may be terminated from their positions with or without cause for any lawful reason deemed adequate by the college. Prior notice or lesser corrective actions need not be given.

2.3 *Pre-Corrective Actions*: Snow College strives to provide a fair and supportive environment for CE teachers by setting forth reasonable expectations and procedures regarding continuing employment. A college supervisor will usually share teaching concerns with a particular CE teacher in a one-on-one conversation before or in lieu of an Action Plan. Pre-Corrective Actions include discussions of expectations, training, coaching, verbal warnings and verbal reprimands. Confirmation in writing may be done and should generally be noted in performance evaluations. Pre-Corrective Actions might explain that formal Action Plans are often the next step, should the concerns not be reasonably resolved. Pre-Corrective Actions are not considered discipline.

3-When Corrective Actions May Be Necessary

3.1 While it is impossible for the college to identify all specific teaching problems that may arise, the following problems are indicative of a sub-par teaching performance:

3.1.1 *Unsatisfactory Performance*—a failure to perform job duties or meet job requirements. This includes a lack of productivity, efficiency, and quality of work. Unsatisfactory performance is noted by a supervisor to include any verbal or written expectations communicated by a supervisor, or failure to follow college policies and procedures. Unsatisfactory performance may occur through a CE teacher's negligence, intentional acts, incompetence, or an inability to meet job requirements or perform job duties. Unsatisfactory Performance may generally be addressed with Pre-Corrective Actions, except in more severe and repeated situations.

3.1.2 *Unsatisfactory Conduct*—a failure of a CE teacher to properly conduct his or herself, including disorderly conduct. It includes any conduct or behavior of a nature that no reasonable person should expect to receive prior warning. It includes conduct or behavior off-duty or away from the classroom if that conduct impacts the college, violates college or department policy, or violates the law. Unsatisfactory Conduct generally requires a formal Action Plan.

3.1.3 *Insubordination*—a refusal to follow (or following only after complaining or resisting) the signed *Concurrent Enrollment Teacher Agreement*, a reasonable written or verbal instruction from a supervisor with designated authority in the discharge of their duties, or failure to cooperate with a legitimate college investigation conducted by, among others: Human Resources, Title IX, Risk Management, Public Safety, or Internal Audit. Insubordination usually requires a formal Action Plan.

4-Determining the Appropriate Level of Corrective Action

4.1 In determining the appropriate level of corrective action, the following factors are considered:

- 4.1.1 The severity of the concern.
- 4.1.2 The repeated nature of the concern.
- 4.1.3 Previous verbal warnings and performance discussions and prior disciplinary/corrective actions.
- 4.1.4 The CE teacher's past college work record.
- 4.1.5 The impact of the concerns in relations to college operations and/or reputation.
- 4.1.6 The potential of the violations for causing damage to persons or property.
- 4.1.7 Any other relevant information.

5-Initiating Corrective Action

5.1 Immediate supervisors generally initiate corrective action. The appropriate college department chair and the high school principal must be informed of the need for corrective action and must also receive copies of the final Action Plan. In most cases, the college department chair will create the Action Plan.

5.2 Once the need for corrective action has been determined, the college supervisor will see to the following:

- 5.2.1 The college supervisor will determine whether a formal Action Plan may be appropriate to address the concern.
- 5.2.2 An Action Plan is created to address the concern and sets written expectations for the CE teacher.
- 5.2.3 The approved Action Plan is delivered to and discussed with the CE teacher. Discussions will include how the plan will be implemented and the CE teacher will be invited to give feedback. Generally, the high school principal or his or her designee should attend this meeting. The Action Plan may be modified after this meeting and the final Action Plan is then implemented.
- 5.2.4 The college supervisor will meet regularly throughout the term of the Action Plan to coach the employee and to assess and document progress.

5.3 At the conclusion of the Action Plan, the supervisor will recommend ending the corrective action and allowing the CE teacher to continue his or her normal duties or they may choose to end the CE teacher's contract. The supervisor should communicate the outcome of the Action Plan with the principal and appropriate college leaders.

5.4 If at any point the CE teacher who has had corrective action is found to need additional corrective action, the college may either dismiss the CE teacher or determine if additional corrective action should be taken. Usually, a second infraction warrants dismissal.

High School Concurrent Enrollment Professional Development & Teacher Training

In education, the term **professional development** can be defined as activities that develop an individual's skills, knowledge, expertise, and other characteristics. Professional development is intended to help teachers improve their professional knowledge, competence, skill and effectiveness. Professional development can be a formal process such as attending a conference, seminar, or workshop, or it can occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer.

R165-10 Concurrent Enrollment USHE policies states:

10.7. Faculty Development: Concurrent enrollment instructors should be included as fully as possible in the academic life of the supervising academic department. USHE institutions and LEAs shall jointly initiate faculty development, including appropriate workshop experiences to adequately prepare instructors to teach concurrent enrollment students and course content prior to offering concurrent enrollment courses. If a USHE institution uses an instructor of record or co-teaching instructional model, the institution faculty shall fully engage and prepare the public school educator to successfully teach the curriculum prior to the beginning of the course. CE instructors must complete any faculty development required by the sponsoring academic department at the institution prior to teaching the concurrent enrollment class. USHE faculty are responsible to understand and comply with federal and state laws governing public school student privacy and student records.

Snow College High School Concurrent Enrollment teachers can benefit from professional development opportunities. Below is a list of ideas to use in your department for HS CE Professional Development.

Professional Development & Teacher Training Ideas

- Course Observations: teachers observing other teachers
 - Snow faculty observing HS CE teachers
 - HS CE Teachers observing Snow College faculty
 - HS CE Teacher observing other HS CE Teachers
- Teacher Self-Evaluations and Annual Reviews
- Student Course Evaluations Reviews
- Training Workshops
 - Activities & discussions could include: teacher agreement, Canvas tips, grade norming, grade inflation, entering final grades, FERPA, drop dates, giving feedback, using the textbook, breakout groups, etc.
 - Annual Summer Workshops
 - Subject-Specific Workshops
 - Virtual Workshops
- Conferences
 - Snow Pedagogy Conference
 - Professional Conferences
 - Subject-Specific Conferences
- Individual reading/study/research
 - List of recent books, articles, resources, etc., on teaching in higher education
 - Subject specific readings
- Learning Groups
 - Study groups among peers focused on a shared need or topic
 - Team meetings to plan lessons, problem solve, improve performance, and/or learn a new strategy
- Mentoring & Coaching
 - An expert teacher coaching one or more colleagues
 - Mentoring of new educators by more experienced colleagues
- College/University Courses

IVC-Specific Student Evaluation Questions

In addition to the university-level questions, IVC concurrent enrollment students are asked the following evaluation questions.

IVC Instructor Questions

- The instructor managed class well and attempted to engage students at each IVC location.
- The instructor used Canvas or other technology in a way that was beneficial to my learning
- The instructor was accessible for individual help through such things as timely email responses, phone calls, individual conferences, or virtual office hours.
- After completing the course, I feel more confident in my ability to succeed in college

IVC Advisor-Level Questions

- It was easy to contact a Snow College Advisor.
- Snow College advisement was helpful and friendly.
- The Snow College application process was easy.
- It was easy for me to enroll in this course.

IVC Course Observation Form

This should be used in the review of faculty teaching IVC courses, but could also be used as a tool for mentoring faculty at any stage in their career. This review provides a snapshot of a particular course; the Comprehensive Review focuses on the entire course.

Faculty Name	Reviewer Name	Date
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1.Outcomes for this specific class are clear and aligned with the outcomes for the entire course; outcomes for this specific class are met	Impressions	
<i>Evidence that the criteria is met:</i>		Exceeds Expectations
<i>Comments:</i>		Meets Expectations
		Needs Improvement

2.The students present are engaged and the atmosphere is one of mutual respect appropriate for a college-level class	Impressions	
<i>Evidence that the criteria is met:</i>		Exceeds Expectations
<i>Comments:</i>		Meets Expectations
		Needs Improvement

3.The class was well planned and presented		Impressions
<i>Evidence that the criteria is met:</i>		Exceeds Expectations
<i>Comments:</i>		Meets Expectations Needs Improvement

4.The instructor communicates with students clearly and effectively at each IVC location (addressing individual site questions, presenting material, meeting outcomes)		Impressions
<i>Evidence that the criteria is met:</i>		Exceeds Expectations
<i>Comments:</i>		Meets Expectations Needs Improvement

5. The instructor uses technology (SMART board, Cisco Webex, Canvas, document camera, or other such technology) in a way that is beneficial to class presentation		Impressions
<i>Evidence that the criteria is met:</i>		Exceeds Expectations
<i>Comments:</i>		Meets Expectations Needs Improvement

6. Based upon your observation, the instructor has specific strengths in the area of:

--

7. What did you observe that you have questions about?

--

8. Based upon your observation, what suggestions do you make to the instructor and why?

--

9. Additional comments, recommendations, and overall impressions:

--

IVC Faculty High School Visit

This form is required to document your high school visit in order to pay you the \$200 stipend and reimburse your department \$100 for your travel. The purpose of this form is to increase the quality of faculty visits to IVC students. Please share with your students why Snow College would be a great place for them to attend college after they graduate high school.

Email a separate form for each high school you visit to mike.daniels@snow.edu

Date of Visit: _____

Name: _____ Badger ID: _____

High School Visited: _____ IVC Course(s) Visited: _____

Department's budget account # for travel reimbursement: _____

How many students do you teach that attend this high school? _____

What was the purpose of your visit?

What were you able to accomplish with this visit?

Names of students you met with:

Did you meet with any high school staff (counselor, facilitator, etc.)? If so, whom did you meet with?

Snow College Concurrent Enrollment Policies and Procedures

In an effort to promote academic success and collegiate educational opportunities to academically prepared students in our service region and at other small and rural schools, the Snow College Concurrent Enrollment program offers college courses that are rigorous and engaging, lead to meaningful credit, and promote the value of higher education.

The Utah Board of Regents Policy R165 (<https://higheredutah.org/policies/policyr165/>) and the Utah Concurrent Enrollment Handbook (<https://www.schools.utah.gov/file/7ee9550c-30ab-4a22-8209-9babb0844bd7>) contain most of the procedures which guide the operation of concurrent enrollment programs at USHE institutions of higher education. This document highlights some of those policies and establishes additional procedures specific to Snow College.

Concurrent Enrollment (CE) is designed to provide options for prepared high school students to take courses that earn both high school and college credit. Qualification requirements are designed to facilitate student success as CE grades are recorded on both the high school and official college transcripts.

State Eligibility Requirements

1. A student must have a current CCR (4-year educational plan) on file.
2. A student must be academically prepared and meet college admissions requirements.
3. Junior or senior standing, freshmen and sophomores (by exception).
4. A grade point average, ACT score, or a placement score which predicts success.
5. Supportive letters of recommendation.
6. Approval of high school and college officials.
7. Appropriate placement assessments for courses such as mathematics and English.
8. Completion of institutionally established prerequisites for a course.
9. Completion of parent permission form.

Snow College Eligibility Requirements

Snow College has established additional CE eligibility requirements designed to help students succeed in college.

1. Student should meet with a Snow College Concurrent Enrollment Advisor before initially enrolling in CE courses.
2. Underclassmen (grades 9 and 10) must complete the following eligibility process:
 - a. Recommendation from counselor (form available online);
 - b. Interview with and recommendation from CE Advisor;
 - c. Counselor submit online exception request.
3. Students must complete the online CE orientation program prior to the first day of class. (This is only required one time.)
4. To ensure that students have an academic plan and are taking concurrent enrollment courses in a strategic manner, students taking nine or more concurrent enrollment credits hours in a semester, or who have earned a total of 12 or more concurrent

enrollment credits, must meet with a Snow College Concurrent Enrollment Advisor to discuss their academic goals.

5. To be eligible for a hybrid version of any CE course, students must be juniors or seniors and:
 - a. Students must complete the online CE Hybrid Orientation prior to the first day of class. (This is only required one time.)
 - b. Counselors must submit an online Hybrid Request Form to enroll a student in a Hybrid class;
 - c. The Hybrid Request Form will be viewed as the student's Add Form, but does not guarantee a spot in the class;
 - d. The Counselor and student must have a plan for student access to recorded lectures; watching Hybrid recorded lectures must occupy a class period on the student's high school schedule; students cannot plan to watch recorded lectures at a location other than the high school or outside the high school's normal hour;
 - e. A student should have already successfully taken at least one CE course in a Face-to-Face or IVC format before trying a Hybrid course;
 - f. Student must complete the online CE hybrid orientation module in Canvas.
6. Students must be in the correct grade level to enroll in a concurrent enrollment course as identified in the Snow College Master list (Snow.edu/ce).
7. If a student earns a failing grade in a Snow College concurrent enrollment course, that student will not be allowed to take any additional concurrent courses from Snow College.
8. Summer classes are restricted to high school students entering their Junior or Senior year.

Course Specific Eligibility Requirements

Some departments have established course specific eligibility guidelines, which are determined by staffing logistics and data relevant to student success.

1. English 1010: Only seniors can enroll in this course.
2. English 2010: Only seniors who have successfully completed English 1010 and are earning a General Education Certificate or Associate's Degree may enroll.
3. GNST 1200: Only seniors who are earning a General Education Certificate or Associate's Degree may enroll. (GNST 1200 is a Snow College-specific course and is only necessary for the Snow College General Education certificate and Associate degree).
4. Humanities (HU) GE credit: student must have successfully completed English 1010 or be concurrently enrolled in English 1010 to take a HU GE.

Enrollment Management

Snow College offers Concurrent Enrollment through a variety of mediums. These enrollment practices are designed to distribute the load throughout mediums so that Snow College can support CE students in their educational goals.

1. In accordance with both the Snow College mission and Board of Regents Policy R165-3.9 which states "Snow CE courses are intended to create a pathway for secondary school

students, particularly in rural high schools, to earn college credits,” each semester students in the Snow service area and at other rural high schools shall be allowed to enroll in Snow College IVC classes two weeks before general registration is opened to students at non-rural high schools. Rural high schools defined as those in the following counties: Beaver, Carbon, Daggett, Duchesne, Emery, Garfield, Grand, Iron, Juab, Kane, Millard, Morgan, Piute, Rich, San Juan, Sanpete, Sevier, Summit, Tooele, Uintah, Wasatch, Washington and Wayne.

2. Students must have completed any applicable prerequisite high school courses.
3. Students may be given registration priority based upon their expected graduation date.
4. Students may be given registration priority based upon number of college credits earned.
5. Students are encouraged to take courses face-to-face (F2F) from a qualified Concurrent Enrollment instructor at their schools when possible.
6. Online enrollment will be shut down each semester after the fifth day of class. After that, enrollments can only be done with instructor’s approval.
7. Class rolls for F2F classes will be frozen on October 1 for fall semester and February 1 for spring semester. After those dates, students will not be added to F2F rolls.
8. Students should enroll in a CE course from their service area provider when available.

Miscellaneous

1. Snow College’s IVC schedule does not exactly match any individual high school’s bell schedule. IVC students, therefore, must be in their seats at the beginning and ending of each class; otherwise, every high school would have students entering late or leaving early. Any overlap with other courses not on Snow’s IVC schedule must not take away from the time the student is in the IVC class.
2. High school facilitators are an extension of the professor and are expected to help maintain a healthy classroom environment. Snow College has online training which high school facilitators must complete each year.
3. Students, or their high schools, will be responsible for providing required textbooks for courses.
4. Schools wishing to offer IVC classes with labs (Biology or Chemistry) during the next school year (Fall and/or Spring semester) should nominate a science teacher to conduct the labs by the beginning of April. Snow’s instructors will review the nominated lab TA’s credentials, and then conduct a mandatory training day at Snow College in Ephraim during the first part of August during which TA’s will be trained to perform the lab exercises. This training may also be completed online in Canvas.
5. Participation in IVC classes through Cisco Meeting Application (CMA) should be used as a last resort. It is the sole responsibility of the student to have sufficient internet speed, equipment and an environment conducive to a positive educational environment. The student is required to complete an IT check prior to the first day of class.
6. Students wishing to apply for completion are required to fill out the graduation form before April 1 of their junior year in high school. The required Foundations course for completion is only available to completers. Students applying for graduation must have at least half the credits needed to complete prior to entering their senior year.

Completers will be given priority registration for Fall IVC sections of ENGL 1010 so they can take ENGL 2010 in the spring.

7. Students may request their expected high school graduation date be changed in their Snow College record one time. A second requested change can only be authorized by the Academic Standards Committee.
8. High Schools may have additional eligibility requirements.
9. Schools that violate these policies will jeopardize their ability to offer Concurrent Enrollment opportunities through Snow College.
10. Appeals or exceptions to these policies and practices should be made to the Snow College Academic Standards Committee.

Approved by the Snow College Curriculum Committee June 24, 2019.

MyCE Online Portal

MyCE is an online portal that provides IVC faculty and CE high school teachers with up-to-date class rolls. Rolls are pulled and synced from BadgerWeb hourly.

For IVC faculty, the class rolls can be viewed by high schools, which can be helpful in planning and conducting IVC courses. Faculty can also find out which facilitator at the high school is assigned to each course along with their contact information.

High school face-to-face teachers can also access MyCE to check which students are registered for their CE class. High school teachers are encouraged to check their class rolls often to make sure they are accurate.

MyCE can be accessed by going to myce.snow.edu and using your Snow College username and password.

For questions or concerns about MyCE please contact CE Director Mike Daniels at 435-283-7320 or by email at mike.daniels@snow.edu.

BadgerTracks Scholarship



BADGERTRACKS

FOR CONCURRENT ENROLLMENT SENIORS

If you are a Snow College Concurrent Enrollment senior planning to be a New Freshman at Snow after graduation, you can take advantage of **BADGERTRACKS**. The advantages of participating in the BadgerTracks program are:

1. You do not need to pay an application fee.
2. You will still be able to take classes as concurrent enrollment until you have graduated high school.
3. Since you are already a Snow College student, you do not need to reapply. Just answer three quick questions to let Snow know your plans, even if you plan to defer your enrollment up to two years.
4. You will be able to enroll in on-campus classes at the same time as returning students.
5. You may be eligible for Concurrent Enrollment scholarships.

You can also track your progress toward your academic goal by using DegreeWorks. Log into [BadgerWeb](#) and look for DegreeWorks in the Student tab.

BADGERTRACKS Scholarship Requirements:

- 1 Students who have completed at least 12 credit hours of Snow College Concurrent Enrollment work by the time they graduate with a 3.0 GPA or higher in their Snow courses may benefit from receiving a **\$500 per semester scholarship (approximately one-third of a semester's tuition)**. No application is needed for this scholarship to qualify as long as you meet the requirements and funding is available;
- 2 Students must retain a 3.0 GPA to continue to receive the waiver throughout their experience at Snow College, as long as they are making steady progress and taking a full course load (minimum 15 credits per semester);
- 3 Students who have taken a mix of IVC Concurrent Enrollment from Snow College and Snow sponsored face-to-face courses, including on the Richfield or Ephraim campus, would be eligible for the waiver as well.