The Office of Dual Enrollment is housed within Academic Affairs at UWM. We have two Dual Enrollment Managers to administer the program and support high school teachers, students, academic departments, and faculty liaisons. We also have an academic advisor available for high school students.

**Vicki Bott** is responsible for academic policies and faculty and teacher support.  
vlbott@uwm.edu

**Kathleen Breuer** handles admissions, registration, and billing.  
kbreuer@uwm.edu  
414-229-6357

**Dan Geddes** is available to meet with high school students for academic advising.  
dageddes@uwm.edu  
414-229-3770

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Establishing a Concurrent Enrollment Partnership
Interest in offering a UWM course at a high school via concurrent enrollment might come from multiple sources (school district administrators, high school teachers, UWM faculty member, or UWM Office of Dual Enrollment). Regardless of the origin, the initial time period is used to determine if the high school can offer a UWM course.

Teacher Eligibility
The decision to approve a high school instructor to teach a UWM course is ultimately up to the academic department, whose guidelines are informed by UWM’s accrediting body, HLC (Higher Learning Commission). High school instructors will be asked to submit a CV/resume and transcripts to be reviewed by the academic department at UWM. The department might also ask to meet with the high school instructor and, when relevant, visit the school to see the teaching facilities.

Once the high school instructor has been approved, the department will assign a faculty liaison to work with them. The faculty liaison will reach out to the high school teacher to arrange for a meeting to align the curriculum, set criteria for student eligibility, and review course policies.

Course Alignment
The academic department and/or faculty liaison will determine what UWM course can be aligned with the high school course and the prerequisites needed for students to enroll in the class. The faculty liaison will work with the high school teacher (and possibly their high school administrator) to ensure that the high school course is the equivalent of the UWM course when it is taught on campus. Discussions between the faculty liaison and the high school teacher will certainly include discussions of prerequisites, contact hours, curriculum, assessments, course materials, and course policies. Depending on the discipline, additional materials might be necessary (lab or studio facilities, supplies, textbooks, technology, etc.).

Employee Status and Compensation
The high school teacher is teaching the course as an employee of their school district. Compensation for this work will be delivered by the instructor’s school district. The high school teacher can be considered an adjunct of the University; however, they are not employees of the University. UWM will have no liability to the high school instructor for this work.

Instructor of Record
High school instructors will have a UWM Panther ID to give them access to email via Outlook, the UWM Libraries, and PAWS (Panther Access to Web Services, which is where instructors input grades). Typically, high school instructors will be the instructors of record and will be responsible for determining and inputting final grades on PAWS. If the faculty liaison chooses, they can be the co-instructor of record; if desired, the course can be set up so that the faculty liaison needs to approve the final grades.
Before the Course Begins: ODE Policies and Procedures

Individually or in a group orientation session, the Office of Dual Enrollment (ODE) will work with the high school instructor to review the program’s expectations and policies and to discuss relevant university policies for the course. All of these are described in this document. We are happy to provide any additional information and/or more detail at any time.

Activate UWM Accounts
You will be notified at your school district email account when your UWM account has been established. This email will give you instructions on how to activate your ePanther ID. You can also then access PAWS.

Required Training: FERPA The Family Educational Rights and Privacy Act
High school instructors are required to take the FERPA training and quiz found at https://www4.uwm.edu/DES/apps/ferpaquiz/ Log in using your ePanther credentials.

According to the US Department of Education, “If a student is attending a postsecondary institution - at any age - the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is under 18, the parents still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school.” Therefore, UWM will not discuss student records or enrollment with parents. Students can communicate with the high school teacher and administration if they have questions or concerns.

Posting a list of students’ names, or any identifying material (ID numbers), and grades is a violation of the provision regarding release of a student’s education record without written authorization and is not allowed.

Required Training: Annual Security Training
UW System requires all UW institutions to implement annual Information Security Awareness training for faculty, staff, and other employees, including students, who have access to non-public University of Wisconsin System information. You will receive an email from UWM Human Resources with the link and instructions for completing this training.

Eligible High School Students
We encourage the high school instructor to recruit students they think are academically prepared for the course. UWM can not offer a course with fewer than 10 students. The high school teacher and/or their guidance counselors will work with ODE to ensure that the students have met the necessary prerequisites (typically a 3.0 GPA or 23 ACT score). Students not meeting that criteria, may, in special situations and at UWM’s discretion, be allowed to enroll if the high school instructor, guidance counselor, or a similar high school employee, recommend them for the course. While the Office of Dual Enrollment will use these criteria to determine a student’s eligibility to take a UWM class, the academic department can set their own
requirements and prerequisites for each course. The faculty liaison will communicate these prerequisites to ODE and to the high school instructor.

**Student Application**
Students must apply online using UW-System’s application [https://apply.wisconsin.edu](https://apply.wisconsin.edu). Students should apply for the “High School Special Program.” In the statement portion of the application, students should list the course they are planning to take. There is no need to pay the $50 application fee; all fees are waived. Please note there is no obligation to take the course even if the student has applied and been accepted.

**On-site Student Orientation**
When possible, UWM will come to the high school to meet with students to discuss university policies to prepare them for the course. Ideally, students should have already applied before the orientation date so we can show students how to activate their Panther ID and access the UWM Libraries and PAWS. Students will be asked to sign a contract to recognize the seriousness of their enrollment in the course and the consequences of their performance and to make them aware of UWM’s Student Code of Conduct. The Office of Dual Enrollment will enroll students in the UWM class.

**Prerequisites and Placement Tests**
Faculty liaisons, working in conjunction with their academic department, will decide what prerequisites students need to have met to take the class. In addition, faculty liaisons will decide if students need to take a placement test. Students taking math, English, and some language courses might be required to take a placement exam. Occasionally AP scores can replace the placement exam. Exams should be completed at least two weeks before the course begins. ODE will work with the high school to schedule placement tests.

**Students Needing Accommodations**
The high school instructor should inform their faculty liaison or ODE of students with Individualized Education Plans who will be needing accommodations in their UWM course. We will work with UWM’s Accessibility Resource Center to determine the appropriate accommodations.

**Academic Advising**
We encourage students to contact Dan Geddes (dageddes@uwm.edu) to discuss academic planning; this might include questions they have about taking a class on campus while they are a high school student (through ECCP) or questions they have about various majors at UWM. Dan can meet in person or on the phone with high school students enrolled in concurrent enrollment courses.

**Student Access to Course Resources**
Students can access UWM Library and access tutoring through the UWM Writing Center. They will have a regular UWM Student ID number that they can use to access these resources.
UWM Library, uwm.edu/libraries/ or click on the “Libraries” tab on the UWM homepage
UWM has an excellent library with access to hundreds of online subscription databases that
instructors and students can use to access articles, books, and videos. Instructors and students
can come to the library on campus and check out books as long as they have a photo ID.

UWM Writing Center, uwm.edu/writing-center/ or type “Writing Center” into the UWM
homepage. Students enrolled in a UWM class have access to tutoring through the UWM Writing
Center. The Writing Center offers face-to-face and online tutoring options. Go to the Writing
Center website to make a 25- or 50-minute appointment. Students will need their UWM email
address to create an account.

UWM Panther ID Card, uwm.edu/retailservices/panthercard
Instructors and students are welcome, but not required, to obtain a Panther ID card. Faculty
and staff receive their initial card free, but need to pay for replacement cards. All UWM
students need to pay ($20 in 2019) for their first card. All need to bring a photo ID to the
Panther Card Office in the Student Union, Room W198, across from the Union Ballroom and
next to the Union Art Gallery.

Before the Course Begins: Working with the Faculty Liaison

The faculty liaison is responsible for providing department-specific information covering course
 curriculum, assessment criteria, pedagogy, and administrative policies and procedures (i.e.
 attendance, grading, etc.). They will also help the high school instructor align the course so that
curriculum, pedagogy, assessment methods, evaluation criteria, policies, and grading scales are
consistent with campus course and standards. The faculty liaison is the first point of contact for
questions and discussions involving university academic policies and course curriculum,
pedagogy, assessments, and resources.

There should be at least one face-to-face planning session between the high school instructor
and faculty liaison prior to the start of every semester. The focus of this session should include
the following:

- syllabus requirements;
- contact and credit hours;
- pedagogy and department and course policies, including teaching evaluation
  procedures; and
- curriculum, course materials, assessment instruments, and rubrics.

Syllabus Requirements
The high school teacher needs to create a UWM syllabus for the course that they give to
students in digital form (and paper, if they choose). Students might need this official UWM
syllabus as a record of the work they did in this course in case they need to submit it to the
postsecondary institution where they matriculate. The syllabus should include the name and
email address of the faculty liaison, in case this would ever be useful to the student in the
future. Please use the following logo at the top of the first page of your syllabus:
The faculty liaison needs to approve the syllabus before the semester begins and send a copy to ODE. Here is an outline of the syllabus requirements from UWM’s Uniform Syllabus Policy.

A. Class Information, which consists of a description of a class and other essential information.

1. The following information is **required** for all classes:
   a. course title and number
   b. class meeting times and location(s)
   c. instructor's names
   d. instructor's e-mail addresses and/or phone numbers
   e. short description of course objectives that may include the catalog description
   f. required and recommended readings, with full citations
   g. grading policies, including the weight given to each graded component
   h. a chronology of topics, including approximate due dates and exam dates, including the final examination date and time
   i. specific information on the investment of time by the average student necessary to achieve the learning goals of the course in accordance with the campus credit hour policy, Faculty Document #2838.

2. The following information is **required for classes where it is applicable**:
   a. section number of class
   b. instructors’ preferred names-in-use
   c. source of each reading
   d. special out-of-class requirements (computers, software, field trips, etc.)
   e. attendance requirements
   f. safety policies, with reference to Risk Management issues when appropriate
   g. assignment policies (late penalties, scope, size, etc.)

3. The following information is **recommended**:
   a. prerequisites
   b. special skills required of students beyond the formal prerequisites
   c. additional information on grading (scales, expectations, etc.)
   d. specific due dates for assignments
   e. examination dates
   f. make-up and incomplete policies
   g. instructors’ pronouns-in-use
   h. use of non-binary nouns and pronouns for students (e.g. “they,” “them,”)
“their”) throughout syllabus

B. Departmental Policies. Each syllabus should contain links (or the URL addresses) for the following kinds of policies unique to the culture and practice of the relevant department:
1. Courses for which final examinations are not mandatory; and
2. Any other standing policies that can affect the conduct of a course (attendance, incompletes, safety, fees, etc.).

Departments may wish to provide their faculty a sample syllabus or even a template syllabus for lecture and lab courses to ensure that information crucial to the conduct of classes they offer is consistent. Faculty and instructors should be provided all syllabus guidelines prior to each semester.

C. University Policies. Each syllabus will provide the following link to the Secretary of the University Web site that contains the following University policies: http://uwm.edu/secu/syllabus-links/

Contact and Credit Hours
Faculty liaisons need to make sure that the high school class meets our minimum contact hours to earn the credits for this course. High schools have the option of running the class for approximately 15 weeks, as we do, or for their entire academic year. Faculty liaisons will need to figure the contact hours out with the high school teacher.

<table>
<thead>
<tr>
<th>Minimum Contact Hours</th>
<th>Hours of Outside Work Required of Student</th>
<th>Total Student Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-credit course</td>
<td>12.5</td>
<td>35.5</td>
</tr>
<tr>
<td>2-credit course</td>
<td>25</td>
<td>71</td>
</tr>
<tr>
<td>3-credit course</td>
<td>37.5</td>
<td>106.5</td>
</tr>
<tr>
<td>4-credit course</td>
<td>50</td>
<td>142</td>
</tr>
<tr>
<td>5-credit course</td>
<td>62.5</td>
<td>177.5</td>
</tr>
</tbody>
</table>

One way UWM faculty communicate the rigor of the course is in terms of total time students need to invest in the class.

All UWM instructors, including high school teachers, are asked to include on their syllabi an estimate of how students will spend this time. This estimate of student workload should be
included in the syllabus. Here’s an example of what this might look like for a 3-credit face-to-face class:

In this class, you should expect to spend a minimum of
- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams

**Grading and Grading Records**
The Instructor of Record should submit final grades into PAWS within five days after the end of the course. If your course ends after the typical UWM semester, your students will be marked with an NR (Not Recorded) grade. That is fine. You should enter the correct grade. PAWS help page: [https://uwm.edu/paws-resources/home/faculty-staff-resources/](https://uwm.edu/paws-resources/home/faculty-staff-resources/)

The UWM GPA grade scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

All UWM instructors should maintain course records for one year following the end of the term in case there are grade appeals.

**Department Pedagogy and Course Policies**
The faculty liaison and high school teacher should discuss the department’s expectations and best practices for teaching the course. The faculty liaison needs to inform the high school teacher of relevant department and course policies on issues such as re-tests, deadline extensions, absences, etc. so that high school instructors can include these rules in their syllabi.

**Learning Outcomes, Curriculum, Course Materials, and Assessment Methods**
The department and faculty liaison will decide what level of variance will be allowed; this should reflect the practices in on-campus courses. Therefore, the faculty liaison will communicate the department’s practices to the high school teacher in terms of learning outcomes, curriculum, requirements for textbook and course materials, assessment methods, and evaluation rubrics. The cost of textbooks would be either the responsibility of the school district or the student.

**Religious Observances**
Wisconsin law requires that we provide a reasonable accommodation of a student’s sincerely
held religious beliefs with regard to all exams and other academic requirements. Please make every effort to accommodate students who face conflicts between their academic responsibilities and religious commitments.

**Teaching Evaluation Procedures**
High school instructors will be required to conduct the UWM department’s standard end-of-term student evaluations. The faculty liaison will provide the high school teacher with this instrument before the semester begins.

**During the Course: Relevant UWM Policies**

**Extended Absence**
The school district or high school instructor should notify UWM about any extended absence (more than one week) incurred by the instructor and provide the name and credentials (transcripts and resume) of any instructor who will be substituting for the course. Substitute teachers must be approved by the corresponding UWM academic department. If the replacement high school instructor is not approved by UWM, the course will no longer be available for college credit. UWM will try to assist in the case of emergency.

**Dropping a UWM Course**
If a student decides to drop a course after discussion with their instructor, the student or high school instructor should notify Kathleen Breuer (kbreuer@uwm.edu) in ODE. Deadlines are strictly enforced and are available here: https://uwm.edu/onestop/dates-and-deadlines/interactive-adddrop-calendar/

After the drop deadline date, a drop or withdrawal from a UWM course may be available for good cause but without tuition refund to the school, except in unusual circumstances. Students must submit an Appeal to Late Drop form accompanied by a documented reason or reasons for the request. Reasons for approving a late drop may include: medical emergency; family emergency; mental health emergency or problem; severe personal problem or situation that has resulted in counseling or other professional help before the request; or other situations that cause significant disruption to a student’s semester. In no event will reasons related solely to academic performance be considered to justify a late drop of the course. The form for requesting a late drop must be completed by the student and reviewed by the high school teacher, school counselor (or principal), and submitted to ODE for final determination.

**Repeat Course Policy**
Unless a restriction is stated in the *Schedule of Classes*, students may repeat a course only once, and only the higher of the two grades will be calculated into the grade point average (GPA). Both attempts will appear on the student's transcript: https://catalog.uwm.edu/policies/undergraduate-policies/

**Incompletes**
Incompletes should be used sparingly. A notation of "incomplete" may be given in lieu of a final...
grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.

**Academic Misconduct Policies and Procedures: Guide for Instructors**
Cheating and plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. Please consult your faculty liaison if you suspect cheating or plagiarism.
https://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

**Grade Appeal Procedures**
A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Please contact your faculty liaison if a student has asked about appealing their grade. Such an appeal should follow the established procedures adopted by the department, college, or school in which the course resides. Students can also contact ODE to discuss this process.

**During the Course: Working with the Faculty Liaison**

The faculty liaison will serve as the point of contact for the high school instructor for all matters related to the course curriculum. The faculty liaison will initiate contact with the high school instructor to do the following work:

**Equivalent Rigor Check**
At least twice in the semester (one before mid-term and one after mid-term), the faculty liaison will request to see a sample of course materials (assessment methods, assignments, and/or student work) to calibrate high school instructor's expectations and grading of student work. The faculty liaison has the authority to intervene and require changes be made to the course curriculum, assessment instruments, and/or grading.

**Teaching Observation Report**
The faculty liaison will observe the high school teacher teaching at least once per section and complete a site visit report. The faculty liaison should share their findings, concerns, and questions with the high school instructor. The faculty liaison should document their observation on the final report, which is an online form developed by ODE, that asks about the observation and the assessment check (Appendix A).

**Campus Connections**
The high school instructor and faculty liaison will coordinate some form of interaction(s) between the high school students and UWM. This could include the faculty liaison giving a presentation or conducting a workshop or lab in the high school class and/or bringing the high school students to UWM for a tour, to participate in a class, or engage in discipline-related activities.
Professional Development and Connection to UWM
The faculty liaison will reach out to the high school instructor regularly throughout the term to check in. When possible, the faculty liaison will invite high school teachers to campus professional development events on campus.

Student Evaluations of Instructors
Faculty liaisons should coordinate with high school instructor to have students complete the Student Evaluation of Instructor, using the same form and process as the equivalent on-campus course. These forms should be returned to the faculty liaison and stored in their academic department.

After the Course Ends

Final Grades
Unless a different arrangement has been made, the high school instructor will submit final grades into UWM’s PAWS system. As stated earlier, you should submit final grades into PAWS within five days after the end of the course. If your course ends after the typical UWM semester, your students will be marked with an NR (Not Reported) grade. That is fine. You should enter the correct grade.

PAWS help page: https://uwm.edu/paws-resources/home/faculty-staff-resources/

Final Reports
The faculty liaison will submit a final report to ODE that includes their thoughts on student learning and performance (based on final grades, drop and withdrawals) (Appendix B).

To learn more about your experience teaching a UWM course in your high school, we will send you a link for you to complete a brief final report describing your and your students’ experiences and how we can improve the program. This report should be completed within one month of the end of the class (Appendix C).

Students Requesting Transcripts
Please give students the instructions on the following page for requesting their UWM transcripts. If they will enroll as a full-time student at UW-Milwaukee, they don’t need to do anything. You can also direct them to ODE if they have questions about this process.
Congratulations on earning early college credit! Now you need to make sure that those credits get transferred to whatever college or university you plan to attend after you graduate from high school. If you will enroll as a full-time student at UW-Milwaukee, you don’t need to do anything. We’ll be able to see your records for this course.

**Transferring UWM Credits to Your New Institution**

- The college you plan to attend will need a copy of your **official** transcript from UWM, even if you are going to a college within the UW System. Again, if you plan to attend UWM, you do not need to send anything.
- Each copy of a transcript costs $10 electronically, or $12 if sent through the mail.
- Transcripts can be sent electronically, picked up in person, or sent through the mail. If sent electronically, it is delivered within 24 hours.
- To order your transcript, visit [https://www.credentials-inc.com/tplus/?ALUMTRO003896](https://www.credentials-inc.com/tplus/?ALUMTRO003896) or just google “UWM Transcript Request.”
- If you don’t want to request electronically, there are paper requests on the Registrar’s Office website [https://uwm.edu/onestop/your-student-record/transcripts-verifications/](https://uwm.edu/onestop/your-student-record/transcripts-verifications/)
- Each individual school decides if they transfer your grades or just the credits. You’ll want to check with the college you plan to attend.
High School Instructor Responsibilities and Requirements

Teaching a UWM course, I agree to the responsibilities and requirements including, but not limited to, as explained in this handbook to:

- complete the required FERPA and Security trainings
- teach the UWM course and syllabus as approved by the faculty liaison
- uphold UWM policies and procedures in the classroom and in executing this course
- comply with faculty liaison requests to send syllabus, course materials, exams etc. to be reviewed
- work with faculty liaison to set up a classroom observation and respond to their feedback
- stay in contact with faculty liaison and UWM by responding promptly to email and phone messages
- submit grades on PAWS within five days of the end of the course
- cooperate with UWM for administrative business and enforce registration and withdrawal deadlines
- administer student course evaluations

I understand that failure to comply with these responsibilities and requirements can result in UWM discontinuing this and other course offerings and disciplinary actions from my employer. Instructors are considered in non-compliance for any of the following reasons:

- have poor site visit and evaluations from liaison and have not made adequate attempts to improve
- are not teaching the content or curriculum required of the UWM course
- failure to complete all necessary administrative duties
- failure to communicate honestly, openly, and regularly with UWM or faculty liaison
- misconduct with students
- or for other circumstances as determined by UWM

Instructors found in non-compliance after discussion with UWM and the faculty liaison will be discontinued. As dictated by the situation, necessary communication and actions will be taken with the teacher and high school administrators.

I understand that UWM is not my employer and that I am not entitled to direct compensation of any kind from UWM in exchange for the services performed hereunder.

Date: ____________________________

Name: ____________________________ Date of Birth: ________________

Print

Sign
UWM Office of Dual Enrollment: Teaching Observation Report

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<tr>
<th>1. Name of UWM Faculty Liaison</th>
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<tr>
<th>2. UWM Academic Department</th>
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<th>3. Name of High School Instructor</th>
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<th>4. High School</th>
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<th>5. Semester and Year</th>
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<tr>
<th>6. Course Dept. and Number (e.g., BIO SCI 202)</th>
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<table>
<thead>
<tr>
<th>7. Date of Visit</th>
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<thead>
<tr>
<th>8. Does the syllabus reflect the relevant UWM and academic department policies and guidelines? (1=needs improvement, 2=adequate, 3=excellent)</th>
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<tbody>
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<td>1 2 3</td>
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<tr>
<th>9. Use this space to describe any concerns you have about the course syllabus.</th>
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<tr>
<th>10. Is the curriculum comparable to the on-campus course? (1=needs improvement, 2=adequate, 3=excellent)</th>
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<tr>
<td>1 2 3</td>
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<table>
<thead>
<tr>
<th>11. Use this space to discuss your observations and thoughts about the curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
12. Does the teacher's pedagogy reflect the pedagogical and theoretical orientation of the UWM department? (1=needs improvement, 2=adequate, 3=excellent)

13. Use this space to discuss your observations and thoughts about the instructor's pedagogy.

14. Are the course assignments and assessment methods comparable to the methods used in the on-campus course? (1=needs improvement, 2=adequate, 3=excellent)

15. Use this space to discuss your observations and thoughts about the assignment and assessment design.

16. Based on the written work and/or exams you have seen students produce in this course, are the learning outcomes being met as they would be in the equivalent on-campus course? (1=needs improvement, 2=adequate, 3=excellent)

17. Use this space to discuss your observations and thoughts about the quality of student work.

18. Is the instructor's grading calibrated and consistent with how on-campus instructors would grade this work? (1=needs improvement, 2=adequate, 3=excellent)
19. Use this space to discuss your observations and thoughts about the instructor's grading.

20. If you have the opportunity to talk with the students, please solicit their feedback about the course. Otherwise, based on your observations, describe the students' interest and challenges with the course.

21. Describe what you see as the instructors' strengths in designing and teaching this course.

22. What suggestions do you have for the instructor to improve this course?

23. How was your conversation with the high school instructor about your visit? What kinds of support do you think you can provide to this instructor?

24. Are you satisfied that the UWM course is being delivered successfully in this class? (1=no, 2=needs improvement, 3=yes) 

   1  2  3
UWM ODE: Faculty Liaison Final Report

1. Name of Faculty Liaison

2. UWM Academic Department

3. Name of High School Instructor

4. High School

5. Semester and Year

6. Course Department and Number (e.g., BIO SCI 202)

7. Summary of Student Evaluations

8. Your thoughts and concerns about trends you see in the Student Evaluations.

9. Data on Student Retention. How many students completed the course? Drops? Withdrawals?

10. Your concerns about student retention.

11. Student Performance. Spread of students' final grades.
12. Your thoughts and concerns about student performance.

13. How satisfied are you that the UWM course is being delivered successfully in this class?

Submit
UWM ODE: High School Teacher Final Report

1. Your Name

2. High School where class was held

3. Semester and Year

4. Course Department and Number (e.g., BIO SCI 202)

5. Name of UWM Faculty Liaison

6. How clear and supportive was the faculty liaison in aligning the course before the class began? (1=not clear or supportive, 2=adequately clear and supportive, 3=very clear and supportive)

   1
   2
   3

7. Use this space to discuss the support you received from the faculty liaison before the course began.

8. How clear and supportive was the Office of Dual Enrollment in establishing the course before and during the class? (1=not clear or supportive, 2=adequately clear and supportive, 3=very clear and supportive)

   1
   2
   3
9. Use this space to discuss the support you received from the Office of Dual Enrollment before and during the course.

10. How helpful and supportive was the faculty liaison during the course in providing materials, calibrating assessments, and giving you feedback on their observation of your class? (1=not helpful or supportive, 2=adequately helpful and supportive, 3=very helpful and supportive)
   
   1. 
   2. 
   3. 

11. Use this space to discuss the support you received from the faculty liaison during the course.

12. Do you think this course is a good fit for your school and students?

   ○ Yes, this course works in my high school context.
   ○ Not sure, the course was not a good fit for many of the students.
   ○ No, this course is not a good fit for my high school context.

13. Discuss your response to the above question about how well this course worked and can work in your high school.

14. What can UWM (ODE, your faculty liaison, etc.) do to support you in teaching this course in the future?

Submit