The Office of Dual Enrollment is housed within Academic Affairs at UWM and is directed by Dave Clark (dclark@uwm.edu). We have two Dual Enrollment Managers to administer the program and support high school teachers, students, 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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Overview of Faculty Liaison Role

Serving as the faculty liaison for a UWM course, I agree to the following responsibilities and requirements including:

- Provide department-specific information covering course curriculum, assessment criteria, pedagogy, and administrative policies and procedures (i.e. attendance, grading, etc.).

- Help high school instructor align course so that curriculum, pedagogy, assessment methods, evaluation criteria, policies, and grading scales are consistent with campus course and standards. Ensure that class schedule meets credit hour minimum for credit value of course. Examine, approve, and collect official UWM course syllabus, making sure that it uses the appropriate UWM syllabus template. Send course syllabus to ODE.

- Be the high school instructor’s first point of contact for questions and discussions involving university academic policies and course curriculum, pedagogy, assessments, and resources.

- At least twice in the semester (one before mid-term and one after mid-term), the faculty liaison should request to see a sample of course materials (assessment methods, assignments, lesson plans, and/or student work) to discuss and ensure alignment with the on-campus course.

- 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.

- Faculty liaisons visit at least once per section and semester in the high school instructor’s classroom to complete a site visit report. The faculty liaison communicates with the high school instructor about the report, giving them a copy. The teaching observation report is filed with UWM’s ODE, and any concerns about the course and/or teacher should be discussed with UWM’s ODE.

- Make an effort to reach out to the high school instructor regularly throughout the term (every other week) to offer help, share resources, invite to campus professional development activities, etc.

- Coordinate with high school instructor to have students complete the department’s Student Evaluation of Instructor, using the same form and process as the equivalent on-campus course.

- Complete and submit a final report of the course (based on student evaluations and student learning data). Share this report and other materials to UWM’s ODE within one month of the end of the class.
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, this initial time period is used to determine if the high school can offer a UWM course.

High School Teacher Qualifications
The UWM academic department will determine if the high school teacher is qualified to teach a UWM course. ODE will request the high school teacher send their transcripts (and CV, if relevant). The department should use the same criteria they use to determine the qualifications of academic staff instructors, using established department policies informed by the HLC guidelines (Appendix A). ODE will request the prospective high school teacher’s transcripts and CV/resume. In addition, the department might also ask to meet with the high school instructor and, when relevant, visit the school to see the teaching facilities.

Upon approval, the department should complete the UWM Instructor Qualifications Verification Form (See Appendix B). The high school teacher does not become a UWM employee. Because the course they will teach at the high school will count for high school credit and UWM credit, they will continue in their regular role with their school district and be paid by the school district. UWM will discount the bill to the district by $500, which the district will then use to compensate the instructor for this additional work.

Once the high school instructor has been approved, the department needs to assign a faculty liaison to work with them. The role of the faculty liaison is crucial for the integrity of the program; they are responsible for informing and supporting the high school instructor so that the course they teach is the equivalent of the course taught on campus. The faculty liaison can be a faculty member, academic staff instructor, or advanced GTA; the goal is to assign someone who is very familiar with the curriculum and will serve as a good mentor to the high school teacher.

Course Alignment
The academic department and/or faculty liaison will determine what UWM course can be aligned with the high school course. They will determine 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. This will certainly include discussions of prerequisites and contact hours and aligning curriculum, assessments, and course policies. Depending on the discipline, additional materials might be necessary (lab or studio facilities, supplies, textbooks, technology, etc.).

Memo of Understanding (MOU)
ODE will work with the school district or high school to establish an MOU that describes the terms of this concurrent enrollment partnership (Appendix C).
Instructor of Record
High school instructors will have a UWM Panther ID for access to the UWM Libraries and PAWS. Typically, high school instructors will be the instructors of record and will be responsible for determining and inputting final grades on PAWS. Faculty liaisons need to let ODE know if they prefer an arrangement other than this. Faculty liaisons 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.

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.

Before Course Begins: ODE Policies
Individually or in a group orientation session, someone from UWM’s Office of Dual Enrollment (ODE) will work with the high school instructor to review the program’s expectations and policies about instruction and to discuss relevant university policies for the course. High school instructors will be given a handbook of materials and asked to sign confirming their understanding and intent to fulfill their responsibilities.

High school instructors will be informed that they need to complete the following trainings:
- High school instructors are required to take the FERPA training and quiz found at https://www4.uwm.edu/DES/apps/ferpaquiz/
- UWM’s Annual Security Training. Instructors will receive an email from Human Resources with the link and instructions for completing this training.

Student Application
ODE will work with the high school teacher and guidance counselor to make sure students apply to UWM and get enrolled in the class. Students must apply online using UW-System’s application 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.

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 need to decide if students need to take a placement test. Occasionally AP scores can replace the placement exam. ODE and the high school will ensure that students enrolled in the UWM course meet the prerequisites set by the faculty liaison.

**Students Needing Accommodations**

The high school instructor has been asked to 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 in concurrent enrollment courses.

**Student Access to Course Resources**

Students can access UWM Library and seek tutoring through the UWM Writing Center. They will have a regular UWM Student ID number that they can use to access these resources.

**Before Course Begins: Faculty Liaison Work with High School Instructor**

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.

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 Provost’s Office based on the Provost’s Start-of-Semester Memo (Appendix D) and the Uniform Syllabus Policy (Appendix E). The high school instructor will also receive all this information, including direction to include the following logo on the first page of their course syllabus:

![UWM Logo]

The following are guidelines from UWM’s Uniform Syllabus Policy:
A. Class Information. Class information 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.

   2. The following information is required for classes where it is applicable:
      a. section number of class
      b. instructors’ preferred names-in-use
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 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.).

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 UWM’s 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>Work Outside of Class</th>
<th>Total Student Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.5</td>
<td>35.5</td>
<td>48</td>
</tr>
</tbody>
</table>

One way faculty liaisons can 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 in the syllabus; here’s an example of what this might look like (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/

The UWM GPA grade scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>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>A+</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>F</td>
<td>0.67</td>
</tr>
<tr>
<td>F-</td>
<td>0.33</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 such as re-tests, deadline extensions, absences, etc. so that high school instructors can include these rules in their syllabus.

**Learning Outcomes, Curriculum, Course Materials, and Assessment Methods**
The department and faculty liaison need to decide on what level of variance will be allowed;
this should reflect the practices in on-campus courses. The department needs to decide how much latitude they are willing to allow high school teachers. Again, this should mirror the on-campus practices. Therefore, the faculty liaison will need to 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.

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

During the Course: Relevant UWM Policies

Extended Absence
ODE has asked that 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: Faculty Liaison Work with High School Instructor**
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 should 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. If the faculty liaison is concerned that the high school instructor is not teaching the course as equivalent to the course taught on campus, they should contact ODE to take action.

**Teaching Observation Report**
The faculty liaison needs to 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. ODE will send a link to this online form and as questions in a Word doc; the faculty liaison should complete in whatever form they prefer (Appendix F).
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. ODE can help coordinate these activities.

Professional Development and Connection to UWM
The faculty liaison should reach out to the high school instructor regularly throughout the term (every other week) to check in, offer help, and share resources. The liaisons are encouraged to invite high school teachers to campus professional development events to include them in the department’s academic and pedagogical discussions.

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 Report
Faculty liaisons are asked to complete a brief final report, which is an online form, to record their summary and thoughts about the student evaluations. In addition, they are asked to share data and their thoughts about student retention and final grades. This report should be completed within one month of the end of the class. ODE will send a link to this online form and as questions in a Word doc; the faculty liaison should complete in whatever form they prefer (Appendix G). Likewise, the high school teacher will complete a final report describing their experience teaching the UWM course (Appendix G).

Students Requesting Transcripts
High school instructors and their students are given instructions on how students can request transcripts. If they will enroll as a full-time student at UW-Milwaukee, they don’t need to do anything.
Determining Qualified Faculty Through HLC’s Criteria for Accreditation and Assumed Practices
Guidelines for Institutions and Peer Reviewers

What’s New

These guidelines have been revised twice in Academic Year 2015–2016 (October 2015 and March 2016) in response to the interests and needs of Higher Learning Commission (HLC) member institutions and peer reviewers following the adoption of a policy revision to Assumed Practice B.2. by HLC’s Board of Trustees on June 26, 2015. This policy revision restated HLC’s longstanding expectations regarding the qualifications of faculty and the importance of faculty members having appropriate expertise in the subjects they teach. Of particular note, the March 2016 revision to these guidelines makes more explicit how HLC intends to review institutions and how peer reviewers will examine contextual nuances regarding faculty qualifications, including as they apply to dual credit faculty.

Introduction

The following information provides guidance to institutions and peer reviewers in determining and evaluating minimal faculty qualifications at institutions accredited by HLC. These guidelines explain the Criteria for Accreditation and Assumed Practices that speak to the importance of institutions employing qualified faculty for the varied and essential roles that faculty members perform.

HLC’s requirements related to qualified faculty seek to ensure that students have access to faculty members who are experts in the subject matter they teach and who can communicate knowledge in that subject to their students. When an institution indicates that a faculty member is qualified by means of an offer of employment, it is asserting its confidence in the faculty member’s content expertise along with the ability of the faculty member to help position students for success not only in a particular class, but also in their academic program and their careers after they have completed their program.

The following guidelines apply to all faculty members whose primary responsibility is teaching, including part-time, adjunct, dual credit, temporary and/or non-tenure-track faculty. An institution committed to effective teaching and learning should be able to demonstrate consistent procedures and careful consideration of qualifications for all instructional faculty. This demonstrates academic integrity and is verifiable through peer review processes.
Background on HLC’s Qualified Faculty Requirements

Together, HLC’s Criteria for Accreditation and Assumed Practices define the quality standards that all member institutions must satisfy to achieve and maintain HLC accreditation.

In June 2015, HLC revised Assumed Practice B.2. to assure academic quality by requiring institutions to demonstrate that faculty members who deliver college-level content are appropriately qualified to do so, and to ensure that institutions establish clear policies and consistent procedures to achieve such quality. It must be noted that the revisions to Assumed Practice B.2. reflect longstanding HLC expectations that had appeared in various written forms in previous years and that through this revision process, HLC sought to support its mission of assuring and advancing the quality of higher learning.

When HLC’s Board of Trustees approved the revisions to Assumed Practice B.2. in June 2015, it also extended the date of compliance to September 1, 2017, to allow institutions time to work through the details of the requirement and to bring their faculty into compliance through individual professional development plans. Later, during its meeting in November 2015, the Board acted to allow institutions with dual credit programs to apply for an extension of up to five additional years. Information about the extension application is available on HLC’s website.

In this March 2016 revision to the guidelines, HLC seeks to offer important additional perspective on Assumed Practice B.2. and to convey its expectations and timeline for compliance. Many clarifications were made throughout this guidelines document based on inquiries from the membership, including significant new information related to earned faculty credentials, tested experience, and dual credit. Further, these guidelines seek to clarify the role of peer reviewers in determining the minimal qualifications of faculty teaching at institutions accredited by HLC.

HLC’s Commitment to the Importance of Qualified Faculty

Core Component 3.C. refers to “the faculty and staff needed for effective, high-quality programs and student services,” which entails, in part, a faculty member’s ability to understand and convey the essentials of a specific discipline in a collegiate environment. Minimally qualified faculty should be able to engage professionally with colleagues regarding the learning objectives for program graduates, as well as possess the knowledge, skills and dispositions appropriate to the credential awarded. HLC expects that through the curricula and learning contexts that faculty develop, the exercise of intellectual inquiry and the acquisition, application and integration of broad learning and skills are integral to an institution’s educational programs. Qualified faculty should also be aware of student learning through the ongoing collection and analysis of appropriate data, because an institution should be able to demonstrate its commitment to educational achievement and improvement through ongoing assessment of student learning. It is important to note that none of these abilities are intended to substitute for content expertise or tested experience, as described below.

Note: See HLC’s Criteria 3 and 4 (specifically, 3.B. and 4.B.) for more information on expectations regarding teaching and learning.

Relevant Criteria and Assumed Practices

Criterion Three speaks to faculty qualifications, specifically Core Component 3.C., subcomponents 3.C.1., 3.C.2., and 3.C.4. Assumed Practice B.2.a. and B.2.b. are central to this topic and are presented below as they will be effective September 1, 2017.

Criterion Three. Teaching and Learning: Quality, Resources, and Support

[Effective January 1, 2013.]

The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.
3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

3.C.2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

3.C.4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Assumed Practice B. Teaching and Learning: Quality, Resources, and Support

[Effective September 1, 2017.]

B.2. Faculty Roles and Qualifications

a. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

b. Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.

Quality Assurance Expectations in Determining Minimally Qualified Faculty

Accreditation agencies expect that accredited institutions will use credentials as the primary mechanism to ascertain minimal faculty qualifications. HLC recognizes that experience also may be considered in determining faculty qualifications. (See page 4.) In some situations, a combination of these may be appropriate.

Using Credentials as a Basis for Determining Minimally Qualified Faculty

Faculty credentials refer to the degrees that faculty have earned that establish their credibility as content experts and thus their competence to teach that content in the classroom. Common expectations for faculty credentials in higher education include the following:

• Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield* (as applicable) in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed. Completion of a degree in a specific field enhances an instructor's depth of subject matter knowledge and is easily identifiable.

• With the exception noted in the bullet immediately following, faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching. If a faculty member holds a master’s degree or higher in a discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching.
If an individual faculty member has not achieved 18 graduate credit hours in the discipline in which he or she teaches, the institution should be able to explain and justify its decision to assign the individual to the courses taught. These decisions should be supported by policy and procedure that are acceptable to the professional judgment of HLC peer reviewers. See the following subsection for more information about how experience may be considered in determining faculty qualifications.

- Faculty teaching in career and technical education college-level certificate and occupational associate’s degree programs should hold a bachelor’s degree in the field and/or a combination of education, training and tested experience. (Note: See the Tested Experience section below.) Such qualifications are allowable even in instances where technical/occupational courses transfer, which HLC recognizes is an increasing practice.

- Faculty teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.

- Faculty guiding doctoral education should have a record of scholarship and preparation to teach at the doctoral level. Research and scholarship should be appropriate to the program and degree offered.

* Assumed Practice B.2. refers to academic subfields. An academic subfield refers to a component of the discipline in which the instruction is delivered. The focus, in the context of HLC accreditation, is on the courses being taught and the general appropriateness of faculty qualifications with reference to such courses. The key consideration is whether a degree in the field or a focus in the specialization held by a faculty member appropriately matches the courses the faculty member would teach in accordance with the conventions of the academic field.

** Using Tested Experience as a Basis for Determining Minimally Qualified Faculty**

Tested experience may substitute for an earned credential or portions thereof. Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. (Note: Tested experience, as is explained in the following section on dual credit, is typically not based exclusively on years of teaching experience, although other experiential factors as noted below may be considered on a case-by-case basis.)

The value of using tested experience to determine minimal faculty qualifications depends upon the relevance of the individual faculty member’s experience both to the degree level and to the specific content of the courses the faculty member is teaching. An institution that intends to use tested experience as a basis for hiring faculty must have well-defined policies, procedures and documentation that demonstrate when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline. In their policies on tested experience as a basis for hiring faculty members, institutions are encouraged to develop faculty hiring qualifications that outline a minimum threshold of experience and a system of evaluation. Tested experience qualifications should be established for specific disciplines and programs and could include skill sets, types of certifications or additional credentials, and experiences. Documented qualifications would ensure consistency and transparency in hiring and human resources policies. The faculty hiring qualifications related to tested experience should be reviewed and approved through the faculty governance process at the institution—a step that should be highlighted for peer review teams, as appropriate.

**Determining Minimally Qualified Faculty in the Context of Dual Credit**

The subject of dual credit** was the focus of HLC’s national study completed in 2012. This research entailed the analysis of dual credit activities across 48 states and revealed the dramatic expansion of dual credit offerings. Citing research conducted by the National Center for Education Statistics, HLC’s study reported that by 2010–2011 dual credit enrollments had reached 2.04 million students, up from 1.16 million in 2002–2003, an increase of 75 percent. Even though the study was a descriptive
analysis of dual credit and by design did not advocate a position, it did report on both the benefits and the drawbacks of dual credit arrangements and prompted HLC to address some critical concerns, including inadequate instructor qualifications.

(See Dual Credit for Institutions and Peer Reviewers for additional information.)

To address these concerns, HLC determined that accredited institutions awarding college credit by means of dual credit arrangements must assure the quality and integrity of such offerings and their comparability to the same college credit offered on the institution’s main campus or at the institution’s other locations. As such, the faculty members teaching dual credit courses should hold the same minimal qualifications as required by the institution of its own faculty. These expectations extend to minimally qualified dual credit faculty, as stated in Criterion Three (3.A., 3.C.2.), Criterion Four (4.A.4.), and Assumed Practice B.2.

This requirement is not intended to discount or in any way diminish the experience that the high school teacher brings into a dual credit classroom. Such classroom experience alone, however lengthy or respected, is not a substitute for the content knowledge needed for college credit.

HLC recognizes that many high school teachers possess tested experience beyond their years in the classroom that may account for content knowledge for the dual credit courses they may teach. These teachers may have gained relevant experience while working in other sectors or through professional development or other relevant experience that now informs their teaching. They may be active in professional organizations and learned societies through presentations and publications on topics relevant to the dual credit courses they may teach. In combination with other credentials and/or tested experience, they may be able to provide direct evidence of their students’ achievement on college-level tests that reflects a level of teaching and learning akin to a college classroom. However, evidence of students’ achievement, on its own, is not sufficient to demonstrate minimal qualifications.

HLC also recognizes that dual credit faculty members who have obtained a Master of Education degree but not a master’s degree in a discipline such as English, Communications, History, Mathematics, etc., may have academic preparation to satisfy HLC’s expectations. In this context, the curricula of graduate degrees in the field of Education, when inclusive of graduate-level content in the discipline and methods courses that are specifically for the teaching of that discipline, satisfy HLC’s dual credit faculty expectations. In other words, the attainment of a Master of Education degree does not demonstrate a qualification to teach dual credit courses in a particular discipline unless it is demonstrated that the content of that faculty member’s Master of Education degree is sufficiently related to the discipline of the dual credit course.

Accredited institutions should monitor closely the earned credentials along with the tested experience of dual credit faculty with the understanding that allowances for tested experience may occur.

**Dual credit refers to courses taught to high school students at the high school for which the students receive both high school credit and college credit. These courses or programs are offered under a variety of names; HLC’s Criteria on dual credit apply to all of them, as they involve the accredited institution’s responsibility for the quality of its offerings.**

### The Centrality of Peer Review in Evaluating Faculty Credentials

In keeping with HLC’s 120-year commitment to peer review processes, it must be stressed that the professional judgment of HLC’s peer review teams has always been and remains central to the evaluation of member institutions and the credentials of the faculty members who work there. HLC’s reliance on the expertise of its peer corps members—reviewers who are drawn from the member institutions themselves based upon their knowledge and expertise—is an honored and time-tested tradition. It is as much valued as it is necessary given the wide range of institutional types that HLC accredits across an even wider array of geographical and political contexts. Such diversity presents incredible opportunities for advancing learning and deeper understanding among higher education professionals by means of accreditation, although it also makes especially challenging (if not impossible) the enforcement of
Continued....

“one-size-fits-all” requirements. HLC and its peer reviewers understand that there may be circumstances that will need to be explained and justified to the peer review teams charged with assuring the quality and integrity of educational offerings within an institution. Peer reviewers are charged to evaluate the entire institution and its compliance with policy and not to evaluate the hiring of specific faculty members. If systemic non-compliance is identified, the peer team will seek additional information and, possibly, recommend HLC follow-up to ensure that the institution meets HLC’s expectations. Several specific scenarios are outlined in the next section.

HLC’s Review of Faculty Qualifications Related to the Revised Assumed Practice

HLC has identified circumstances under which the revised Assumed Practice, once in effect, will influence the review of an institution. These descriptors are intentionally brief, as information about HLC’s processes is documented on hlcommission.org.

**Institutions Hosting Comprehensive Evaluations**

Institutions in good standing hosting routine comprehensive evaluations, whether on the Standard, AQIP or Open Pathway, need not write specifically to the Assumed Practices. However, all institutions preparing for a comprehensive evaluation must write specifically to Core Component 3.C.

1. Peer review teams conducting comprehensive evaluations may randomly select a sample of faculty members and request to see their personnel records (i.e., curriculum vitae and transcripts) in conjunction with the list of courses to which said faculty members are assigned.

2. Peer reviewers may also legitimately probe what process the institution uses to determine that its faculty members are appropriately credentialed to teach the courses to which they are assigned.

3. Reviewers may evaluate the institution’s policies and procedures for determining qualified faculty, particularly when tested experience is a determining factor.

**Institutions Previously Identified as Having Met Core Component 3.C. With Concerns**

As of September 1, 2017, those institutions identified previously as at risk of non-compliance with Core Component 3.C. (i.e., placed on Notice) and those institutions previously subject to interim monitoring related to Core Component 3.C. should take the revised Assumed Practice on faculty qualifications into account in their Notice report or Interim report (as applicable). Although institutions on Notice or subject to interim monitoring on the basis of Core Component 3.C. must write explicitly to that Core Component prior to September 1, 2017, such institutions need not write explicitly to the revised Assumed Practice. Peer review processes for evaluating faculty qualifications will mirror those described for comprehensive evaluations.

**Institutions for Whom HLC Receives Complaints Related to Faculty**

After September 1, 2017, HLC may request information about institutional conformity with Assumed Practice B.2. if the HLC staff’s review of a complaint received about a faculty member’s credentials is deemed to merit additional inquiry. Following HLC’s complaint protocol, this inquiry may take place even though the institution has not yet hosted a comprehensive evaluation after the revised Assumed Practice became effective. As is typical for complaints meriting additional inquiry, the institution may be asked to provide documentation that is responsive to HLC questions about the perceived accreditation issue. Should the response be deemed sufficient, HLC will conclude the complaint process with a response letter. Should the outcome of the complaint review be a determination that the institution is not in conformity with the Assumed Practice, HLC will follow up with monitoring.

**Institutions Not in Conformity With the Revised Assumed Practice After September 1, 2017**

Should an institution be found not to be in conformity with the revised Assumed Practice B.2. after September 1, 2017, or an HLC-approved extension date (if applicable), HLC will seek an interim report within three months that either explains...
how the situation has been rectified or indicates how the situation will be rectified within two additional years. The latter case may require additional follow-up in the form of a second report or an on-site evaluation to confirm the issue has been fully remedied and the institution is in full compliance. An institution acting in good faith to meet the revised Assumed Practice after September 1, 2017, or an HLC-approved extension date (if applicable) will not be at risk of losing its accreditation solely related to its conformity with Assumed Practice B.2. (As noted previously, during its meeting in November 2015, the HLC Board acted to allow institutions with dual credit programs to apply for an extension of up to five additional years. Information about this application is available on HLC’s website.)

Limitations on the Application of HLC Requirements Related to Qualified Faculty

It is important that institutions review these limitations carefully in implementing HLC’s requirements related to qualified faculty:

• HLC requirements related to qualified faculty, including recent revisions to Assumed Practice B.2., are in no way a mandate from HLC to terminate or no longer renew contracts with current faculty members. HLC expects that institutions will work with faculty who are otherwise performing well to ensure that they meet HLC’s requirements (whether through credentials or tested experience or a combination thereof). HLC also expects that institutions will honor existing contracts with individual faculty or collective bargaining units until such time as institutions have had an opportunity under the contract to renegotiate provisions that relate to faculty credentials if such revisions to the contract are necessary for the institution to meet HLC’s requirements. HLC recognizes that in many cases such renegotiation or revision may not be able to take place until the contract expires or at the contract’s next renewal date.

• As a part of its ongoing evaluation of faculty, institutions may determine that there need to be changes in faculty hiring requirements and to new or existing institutional policies pursuant to best (and emerging) practices in higher education related to faculty (not necessarily related to HLC’s requirements). Institutions may also determine that certain faculty members have not performed well according to the institutions’ expectations related to faculty performance and should not be retained. Such decisions are within the institutions’ purview. They should not be handled differently than they would have been prior to the promulgation of the revised Assumed Practice B.2. Under no circumstances should institutions use HLC’s requirements as a pretext to eliminate faculty members who have not performed well or who do not meet institutional hiring requirements for faculty members and would otherwise have not been retained for these reasons.

• The implementation date for the revised Assumed Practice B.2. is September 1, 2017, unless the institution has sought an extension related to dual credit that was subsequently approved by HLC. No institution will be held accountable for compliance with the revised Assumed Practice in any HLC evaluation prior to that date. Institutions are free to set a more aggressive timetable for compliance with this revised requirement, but must make clear to the institutional community that the more aggressive timetable is their timetable, not that of HLC.

• These requirements, including recent changes to Assumed Practice B.2., in no way apply to staff members at accredited institutions; they apply to instructional faculty and faculty responsible for developing curriculum only. To understand HLC’s requirements related to staff members, institutions should review subcomponent 3.C.6., which requires that “staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.” HLC has no further requirements identifying what the appropriate qualifications are for staff members; rather, it is up to each accredited institution to determine what appropriate qualifications are for such personnel.

Questions?

Please contact your liaison.
Appendix B

University of Wisconsin-Milwaukee
Instructor Qualifications Verification Form

As an institution accredited by the Higher Learning Commission (HLC), UWM adheres to the HLC standards on roles and qualifications of instructors. UWM Policy S77 sets forth the campus policy and process for demonstrating that instructors (faculty and instructional academic staff) are appropriately qualified to teach courses for which students earn UWM credit. Departments, or equivalents, and schools/colleges at UWM can use this form or an equivalent one to document the evaluation process used to verify the qualifications of instructors. This form must be used for all instructors except teaching assistants who are directly supervised by a qualified faculty or instructional academic staff. If the graduate assistant is the instructor of record for a course, this form must be completed in such cases.

A. Instructor Information:
   Name: _________________________________________ School/College: _____________________________
   Department: _____________________________
   Discipline/Curricular Area of Instruction: ___________________________________

B. Appointment Status:
   ☐ Faculty   Title: ___________________________________
   ☐ Academic Staff   Title: _____________________________

C. Highest level of credential (Choose one. Attach relevant documents such as transcripts, CV, etc.):
   ☐ Doctoral/terminal degree in discipline/curricular area
   ☐ Master’s degree in discipline/curricular area
   ☐ Master’s degree in any area + 18 graduate credits or more in discipline/curricular area
   ☐ Other (Specify: _____________________________)

D. Verification of qualification based on credential:
   Based on credentials, the instructor is qualified to teach at the following level(s) in the curricular area/discipline:
   ☐ Doctoral ☐ Masters ☐ Baccalaureate

   If the instructor is approved to teach only specific courses in the program based on credentials, please list the courses here. (Leave table empty if the instructor is qualified to teach all courses at the indicated level.):

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<thead>
<tr>
<th>Course prefix and number</th>
<th>Course title</th>
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E. Alternative qualifications: (Choose all that apply. Attach relevant documents such as transcripts, CV, etc.)
   ☐ Baccalaureate degree + 18 graduate credits or more in discipline/program area
   ☐ Professional experience (Describe briefly below. Attach documents, if needed)
☐ Clinical experience in the discipline (Describe briefly below. Attach documents, if needed)

☐ Research experience/Scholarship (Describe briefly below. Attach documents, if needed)

☐ Licensure/certification/other documentation of competence
   (Describe briefly below. Attach documents, if needed)

F. Verification of qualification based on alternative qualifications:

   Based on Alternative Qualifications, the instructor is qualified to teach at the following level(s) in the curricular area/discipline:

   ☐ Doctoral      ☐ Masters      ☐ Baccalaureate

   If the instructor is approved to teach specific courses in the program based on Alternative Qualifications, please specify the courses here (Attach additional sheets, if needed):

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<th>Course prefix and number</th>
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G. Approvals

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<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Chair/Program Director:</td>
<td></td>
<td></td>
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<tr>
<td>Dean or Associate Dean:</td>
<td></td>
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</tr>
</tbody>
</table>

A copy of this form should be maintained in the Department/Dean’s office and should be produced along with supporting documents in the event of an audit or accreditation review.
Concurrent Enrollment Memorandum of Understanding
X School District in Collaboration with the Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin-Milwaukee

This is a Memorandum of Understanding (MOU) between X School District (henceforth referred to as District) and the Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin-Milwaukee (henceforth referred to as UWM) to facilitate concurrent enrollment in the UWM course(s) referenced below (the “Course(s)”).

Term: This agreement serves for the period running July 1, 2019 through June 30, 2020 (renewal prospects will be evaluated in 2020).

It Is Mutually Agreed That:

1. District instructors who teach UWM Courses under this MOU (“Instructor(s)”) must have at least a master’s degree in the Course discipline (or in another related discipline, if approved by UWM) and shall have the specific approval of the appropriate UWM academic department to teach the Course.

2. Courses that are part of this agreement will be collaboratively designed by the Instructor(s) and the assigned UWM faculty liaison to be equivalent to the Course taught on the UWM campus. The Instructor(s) will teach the Course utilizing the Course design and curriculum approved by UWM.

3. Both institutions will provide directions and assistance to help students apply for the Course(s). Students are required to complete the high school special UW System application at apply.wisconsin.edu. No fee is charged for this application.

4. The District will be responsible for complying with applicable law (including, but not limited to, the Americans with Disabilities Act, the Individuals with Disabilities Education Act, and section 504 of the Rehabilitation Act of 1973) and any costs associated therewith; however, the District shall consult with UWM’s Accessibility Resource Center regarding accommodation requests related to the Course(s).

5. Both institutions will inform students of and expect students to follow UWM’s Student Code of Conduct and follow UWM’s policies and procedures for any cases of academic misconduct.

6. Both institutions need to approve any changes in the Instructor, Course design, or curriculum.

7. During the time District students are on the UWM campus, they will be subject to the rules and regulations of UWM.
8. Both the District and UWM shall provide students who successfully complete the Course with credit from their respective institutions.

9. Neither party shall discriminate against any applicant for employment, employee, or student on the basis of age, race, religion, color, disability, sex, sexual origination, national origin, or any other status protected under applicable law.

10. If, in the course of providing services under this MOU, either party observes an incident or threat of child abuse or neglect, or learns of an incident of child abuse or neglect, and has reasonable cause to believe that child abuse or neglect has occurred or will occur, such party must make a report of the abuse or neglect as provided for in the UWM Child Abuse and Neglect Policy.

11. The parties will specify the Course(s) to be provided under this MOU, the semester of instruction, and the Course Instructor(s) subsequent to the execution of this MOU. Such items shall be set forth in a written document mutually executed, acknowledged, or accepted by both parties.

12. Students enrolling in the course should have one of the following: a 3.0 GPA on a 4.0 scale, a 23 ACT or a letter of support from the instructor of the course or guidance counselor.

The University Agrees To:

1. Coordinate the registration process for the Course(s).

2. Set tuition for a Course is set at $100 per credit hour, per District student, thus the total cost of tuition per District student for a three credit Course is $300, and a four credit course is $400.

3. Invoice the District after the add period for the UWM semester for the full tuition amount minus a $500 deduction per instructor/course. In consideration of this deduction, District will be solely responsible for compensating the high school instructor for additional time they will spend working with UWM to develop and teach the Course(s).

4. Waive segregated fees for District students enrolled in the Course(s). By virtue of such waiver, services usually provided in conjunction with these fees shall not be available to those students.

5. Conduct Course and program evaluation, including evaluations by the faculty liaisons and high school instructors, along with student evaluation of Courses to ensure high quality.
6. Make unofficial transcripts available to students online at the end of each semester. If official transcripts are needed, the student may request these for a fee through UWM using standard transcript request procedures (uwm.edu/ordertranscripts).

The School District Agrees:
1. The District will provide full payroll cost of any Instructor who has been selected by the District administration and approved by UWM to teach the Course(s).

2. The District will pay the above-referenced invoice within 60 days from invoice date.

3. The minimum student enrollment in each Course is 10 students. If fewer than 10 students are registered, UWM has the option to cancel the Course.

4. The District will communicate with UWM’s Office of Dual Enrollment (ODE) staff to verify and adjust Course rosters. UWM is limited in its ability to adjust enrollment (add or drop) after a certain point. If changes or errors in registration or rosters are not brought to the attention of the UWM ODE in a timely manner, UWM may not be able to grant the appeal to add or drop a student.

5. The District will enforce and adhere to all UWM course add and drop deadlines. Standard UWM drop and withdrawal policies, including UW System refund schedules, will apply to all enrollments. Detailed information at http://uwm.edu/onestop/enrolling/enrolling-in-classes/#changing.

6. The District will notify UWM about any extended absence (more than one week) incurred by an Instructor and provide the name and credentials (transcripts and resume) of any Instructor(s) who will be substituting for the Course(s). Substitute Instructors must be approved by the corresponding UWM academic department. If the replacement 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.

7. The District will provide the opportunity for students to visit UWM at least once during the Course(s) to observe other UWM classes and take part in other UWM-related activities jointly agreed upon by the Instructor and UWM faculty liaison.

8. The District will allow the UWM faculty liaison to observe the Course(s) at least once during the Course(s’) term.

9. The District will cover any expenses for providing textbooks and Course-related materials. The District will ensure that each Instructor adheres to copyright laws when reproducing Course materials.

10. The District will assist the Instructor(s) in distributing and collecting student Course
evaluations to students provided by the UWM faculty liaison.

11. The District will be responsible for obtaining any releases necessary under the Family Educational Rights and Privacy Act (FERPA) to allow for the free exchange of student information between the District and UWM.

APPROVED BY:

Superintendent
X School District

Johannes Britz
Provost, UW-Milwaukee
Welcome to Spring Semester 2019! As we begin the new semester, I would like to remind you about several important items:

1. **Course Syllabus Policy**
   Faculty Document No. 1895 states, “At the first class session, each student in each course will be supplied a syllabus that contains essential information about the course and department policies that affect the conduct of the course.” At the request of the Faculty Senate, the Academic Policy Committee prepared a summary of recommended items for each course syllabus. This summary is available in printed form from your department chair and at: [https://uwm.edu/secu/syllabus-links/](https://uwm.edu/secu/syllabus-links/). Instructors are encouraged to upload the syllabi for their upcoming courses to the online Schedule of Classes. Please go to [https://www4.uwm.edu/schedule/](https://www4.uwm.edu/schedule/), click on the appropriate semester, and then on the first link in the left-hand column “Upload Syllabi (Instructors Only).”

   To meet federal Department of Education requirements on credit hours, the revised syllabus policy includes the following: “A.1.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.” The credit hour policy states, “Study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours for class contact in lectures, for laboratories, examinations, tutorials and recitations, and for preparation and study; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study.” Examples can be found at [https://uwm.edu/secu/wp-content/uploads/sites/122/2014/07/Workload-Statements.pdf](https://uwm.edu/secu/wp-content/uploads/sites/122/2014/07/Workload-Statements.pdf).

   I wish to draw particular attention to the issue of academic misconduct and ask that you include a statement in your syllabus clarifying both UWM’s and your expectations of appropriate student academic conduct. Student academic misconduct procedures are specified in Chapter UWS 14 and Faculty Document No. 1686 and can be found at [https://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/](https://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/).

2. **Course Reserves**
   Please consider putting a copy of your textbook on Course Reserve to make your materials more accessible to your students. The general deadline for placing Course Reserve requests is at least 5-7 working days prior to the first day of classes. Requests for Course Reserve materials received later are put in a queue and addressed on a “first come, first served” basis and, therefore, may not be processed prior to the first day of classes.

   Important considerations:
   - You may submit your requests online at [https://uwm.edu/libraries/media/reserve-form/](https://uwm.edu/libraries/media/reserve-form/) or in person at the Media and Reserve desk.
   - Online course? Please consider placing a physical copy of your textbook on Reserve for on campus students.
   - To place new book or video requests for items not held by the Library – use the Libraries’ purchase recommendations form at [https://uwm.edu/libraries/crm/purchase-recommendation/](https://uwm.edu/libraries/crm/purchase-recommendation/)
   - Course Reserve requests may be made any time throughout the semester.

Questions?
- Contact the Media and Reserve Library at 229-4673 or [libmedia@uwm.edu](mailto:libmedia@uwm.edu).
- See the Media and Reserve Library website at [https://uwm.edu/libraries/media/reserve-services/](https://uwm.edu/libraries/media/reserve-services/)
3. **Accommodations for Students with Disabilities**
   In the pursuit of equal access and in compliance with state and federal laws, the University is required to provide accommodations to students with documented disabilities. It is expected that a statement be placed on your syllabus informing students to contact you to arrange needed accommodations. A sample syllabus statement can be found here: https://uwm.edu/arc/wp-content/uploads/sites/97/2015/08/Recommended-Syllabus-Statement.pdf. Students must share their Accommodation Plan with you and indicate the accommodations they are requesting in your course. You will also receive a Faculty Notification Letter from our office. If a student requests accommodations, but does not have an Accommodation Plan, please direct him/her to the Accessibility Resource Center (ARC). Additionally, please order and/or provide accessible course materials. See Essential Accessibility Considerations (& Resources) for Instructional Materials. When this is not possible, provide early information on course reading materials and syllabus information with a schedule of readings, so materials can be converted to alternative formats for students with print disabilities. ARC will work with you to ensure that media for your course will be captioned for students with a captioning accommodation. Instructors will receive a notice separate from the Faculty Notification Letter with a unique link where they can submit their captioned media requests. Instructors who do not receive a letter can still submit a request by including the course name, course number, and student name in an email to caption@uwm.edu. For more information, please view the media captioning guidelines at https://uwm.edu/arc/uwm-media-captioning/. If you are unable to send ARC your recorded lectures or other media, you may use the UW-System approved outside vendors. Please be aware that the department is responsible for the costs associated with use of outside vendors. If you need assistance or have questions, please contact ARC at x5822.

4. **Religious Observances**
   From time to time, students who are observing religious holidays or other days of special religious significance will find it necessary to be absent on a class day. While it is undoubtedly impossible to avoid the scheduling of tests and other major activities without conflicting with some religious observance, Wisconsin law (Chapter 36.43) and UWM Faculty Policy (Document 1918) require that we provide a reasonable accommodation of a student’s sincerely held religious beliefs with regard to all examinations and other academic requirements. Please make every effort to accommodate students who face conflicts between their academic responsibilities and religious commitments. A copy of the policy is located on the web at https://www4.uwm.edu/secu/docs/other/S1.5.htm. In addition, links to the current religious calendar can be found at https://uwm.edu/academicaffairs/wp-content/uploads/sites/32/2018/06/calendar1819.pdf.

5. **Policy on Teaching Evaluation Procedures**
   Faculty Document No. 2019 outlines the policies regarding teaching evaluations. The policy states that all departments/instructional units will conduct end-of-the-semester student evaluations in every section of every course, including UWinteriM and summer session courses. Since the department/instructional unit determines the format of its course evaluations, please consult your department chairperson if you have any questions. The policy can be found at https://www4.uwm.edu/secu/docs/other/S 29.5_TEACHING_ON_POLICIES.pdf.

6. **FERPA Reminder**
   The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that you be knowledgeable of students’ rights concerning their educational records, and of certain categories of public information that the University has designated “directory information.” For more information on understanding what UWM faculty and staff are required to do to protect the privacy of students, go to https://uwm.edu/registrar/ferpa/.

   If you have not already done so, you are also strongly encouraged to complete the on-line FERPA training and quiz found at https://www4.uwm.edu/DES/apps/ferpaquiz/index.cfm?action1=quiz. See also sections 6 and 7 below for additional information about the confidentiality of student grade information.

7. **Grading and Grade Records**
   Faculty Document No. 1927 outlines the policies on grading and grade records. This document is available from your department chair and at https://www4.uwm.edu/secu/docs/other/S29.htm. The campus policy on assigning F-Grades to students is available at https://uwm.edu/academicaffairs/facultystaff/policies/f-grade-policy/. Please consult these documents for information on responsibilities for evaluation, grade and record changes, record keeping, and special consideration. Information on grading functionality within PAWS can be found at https://uwm.edu/registrar/faculty-staff/instructor-grading/. Under no circumstances may individual student grades be shared with other students, nor should grades be emailed to students.

8. **Posting of Student Grades**
   Posting a list of students’ names and grades represents a violation of the provision regarding release of a student’s education record without written authorization and is not allowed. Be aware that social security numbers, UWM student ID numbers, or any parts of them, may not be used to identify grades whether they be final course grades, exam, or assignment grades. This does not preclude your posting grades as long as the procedure used ensures student anonymity. Posting grades with a unique identifier known only to the student and instructor is acceptable. In such cases, do not order the list alphabetically.
9. Drop/Withdrawal/Repeat Policies

UWM Academic and Administrative Policy S-19 details the Drop/Withdrawal/Repeat policies. A student may drop a full-term course(s) through the end of the 10th week of classes. (Deadlines for shorter session courses are prorated.) One factor in students’ decisions to drop courses might be their perception of course performance. I encourage you to provide some form of feedback about their academic performance to each of your students as soon as possible, but certainly prior to the drop deadline, so as to help students realistically assess their prospects for success in your course.

10. Progress Reports

While feedback by the drop deadline may help students assess whether they should remain in a class, it may be too late by then for students to turn around unsatisfactory performance. Understanding course expectations and knowing their progress is especially important for freshmen and others who may be less well prepared academically. The Progress Reports campaign will open January 28 and will run through February 18 – the drop deadline. More specific information on this will be provided early in the semester.

11. Helping Students Cope with Stress

Given the many demands college students face today, stress is unavoidable. The simplest words or actions from an influential adult can have a significant impact on how students succeed. Close friends, relatives, clergy, coaches – anyone who is seen as caring and trustworthy – may be a potential resource in times of trouble. In your position as faculty or staff member, students may also view you as someone who listens and offers guidance. I hope that we all would offer caring support and guidance to our students who may be struggling with excessive stress as well as those students who are experiencing significant emotional or health problems. By expressing interest and concern, you have the opportunity to help a student in need find appropriate assistance.

For more information about how you can help UWM students manage stress, please see the UWM Mental Health website at https://uwm.edu/mentalhealth. Students can be referred to Norris’ University Counseling Services located in the Northwest Quadrant. University Counseling and Health Promotion and Wellness’ Survivor Support and Victim Advocacy Coordinator also provides consultation to faculty and staff about individual student issues. Call (414) 229-4716 for more information and for student appointments. Class and department presentations on stress and coping are also available. Contact Lori Bokowy at labokowy@uwm.edu for additional presentation information and scheduling.

12. Title IX/Sexual Violence

Title IX is a federal law that prohibits sex discrimination in education programs or activities. Sex discrimination includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all education-related areas such as admissions, educational programs or activities, and athletics.

UWM strongly encourages its students to report any instance of sex discrimination, and non-confidential employees who witness or receive any report of sex discrimination must report it to UWM's Title IX Coordinator (titleix@uwm.edu, 414-229-7012). More information is available at www.uwm.edu/titleix.

Please see UWM’s Sexual Violence and Sexual Harassment Policy, S-78, for more information on sex discrimination (https://www4.uwm.edu/secu/docs/other/S_78_Sexual_Vio ment_Policy.pdf), and see UWM's Discriminatory Conduct and Consensual Relationships Policy, S-47, for more information on other prohibited forms of discrimination (https://www4.uwm.edu/secu/docs/other/S_47_Discrimina ducy_Policy.pdf).

13. The Campus Assessment, Response and Education (CARE) Team

If you have concerns about an individual’s distressing or disruptive behavior or if you are concerned about a student that is facing significant challenges (homelessness, death in family, etc.) fill out an incident report at https://uwm.edu/deanofstudents/report-it/. When you submit a report, a staff member will consult with you about the situation. The CARE Team and the Student Support Team do not replace other classroom management responsibilities, supervisory workplace duties, or disciplinary processes. The teams are designed to supplement these efforts. The Student Support Team helps identify students who appear to be in distress and provides supportive intervention and guidance. The CARE team addresses incidents involving anyone (student, employee, non-affiliated persons) who may pose a risk of potentially harmful or threatening behavior. These teams are not emergency response teams; incidents that require immediate attention are handled by UWM Police. If there is an emergency, or you need immediate assistance, call 9-911 from a campus phone. For more information about these teams, contact the Dean of Students Office at 414-229-4632.

14. The S.A.F.E. Campaign

Safety Awareness for Everyone describes initiatives to increase campus-wide awareness of how to stay safe. One of UWM’s S.A.F.E. campus goals is to create a culture of awareness among students, faculty, staff, and parents. The Campus Health & Safety Web site at https://uwm.edu/health-safety/ (and link at the bottom of the UWM home page) centralizes emergency and routine safety information and communications. All faculty, students, and
staff are encouraged to enroll in the S.A.F.E. Alert system to receive emergency-information text message alerts. All students, faculty, and staff are automatically signed up for email alerts through their uwm.edu email. Students can automatically sign up for text alerts by entering their cell phone number in their PAWS account. Faculty and staff go can to the link above to sign up for text alerts.

15. **Students Called to Military Service**  
I would also remind you that UWM and the UW System have in recent years put in place a number of policies and procedures designed to accommodate students who must temporarily interrupt their studies when called to active duty military service. Go to [https://uwm.edu/active-duty-military/](https://uwm.edu/active-duty-military/) for more detailed information. Students in this situation do have some options not generally available under our usual academic and administrative policies, so if you have not done so recently, I encourage you to review this document.

16. **Schedule of Final Exams**  
UWM Academic and Administrative Policy S-22 is the policy that governs the scheduling of and/or exemption from final examinations. With rare exceptions, the final examination shall be given during the regular examination period. The time of a final examination for an individual or a class may be changed only with the prior approval of the dean. An approved change can only be a postponement to a later date and must be clearly communicated to students early in the term.

Final exams may not exceed two hours in length, even for courses that have met only once per week during the semester for longer than two hours. The academic department, in consultation with the appropriate dean or director, is authorized to exempt particular courses from the final examination when it is determined that no essential education purpose is served by conducting a final examination. Here is the link to the policy: [https://www4.uwm.edu/secu/docs/other/S22.htm](https://www4.uwm.edu/secu/docs/other/S22.htm). Questions regarding the policy should be directed to the Secretary of the University.

17. **Smoke-Free Campus**  
UWM is committed to maintaining a safe campus environment and to ensuring that it acts to the extent possible to shield its students and employees from harm. To mitigate the established health risks associated with the use of tobacco products and exposure to secondhand smoke, UWM prohibits smoking and the use of tobacco on all campus property. More information is available at [https://uwm.edu/smokefree](https://uwm.edu/smokefree).

Your cooperation in all these matters is greatly appreciated. Have a wonderful semester!

c: Mark Mone, Chancellor
Kelly Haag, Senior Student Affairs Officer
Phyllis King, Vice Provost
Dev Venugopalan, Vice Provost
Robert Beck, Chief Information Officer
Trudy Turner, Secretary of the University
Kristian O’Connor, Chair, University Committee
Kristin Roosevelt, Chair, Academic Staff Committee
Stanley Yasaitis, Chair, Classified Staff Advisory Council
Seth Zlotocha, Registrar
Michael Doylen, Interim Director, UWM Libraries
Tim Opgenorth, Director, Financial Aid
Katherine Miota, Chief Enrollment Officer
Colin Daly, Director, New Student Programs
Kay Eilers, Director, Student Success
Barbara Simon, Director, Accessibility Resource Center
Sandy Humes, Assistant Director, Records and Grades
Emily Kuhnen, Classroom Assignments
Sarah Rothman-Mandl, Classroom Assignments
Christine Wolf, Academic Programs Coordinator, Center for International Education
Uniform Syllabus Policy

A syllabus is a statement of intent by the course instructor that should clearly explain what a student must do and when they must do it to successfully complete the course and get a grade. A syllabus is intended to protect students from arbitrary or untimely changes in course requirements and due dates. A syllabus must also provide information about departmental and University policies governing conduct of the course. The APC has reviewed the existing Uniform Syllabus Policy and recommends the following revised policy.

A. At the official beginning of the course, a syllabus will be made available electronically and/or on paper. The syllabus will contain an electronic link to a Web page maintained by the Secretary of the University that contains university policies that affect the instructor and students in the course, as well as essential information specific to conduct of the course. The following link should be used: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

B. Each department will adopt a set of syllabus guidelines for its courses consistent with the nature of the courses offered by that department and containing any policies applicable to courses offered by that department.

C. Each department will maintain a file of current syllabi for all classes. Each syllabus will be placed in the file within two weeks of the first class meeting. The file will be kept for two years.

D. The Secretary of the University will be responsible for disseminating current recommended syllabus guidelines approved by the Faculty Senate to all departments/faculty/instructors prior to each semester.

2007-2008 Academic Policy Committee

Cindy Walker, Chair
Brian Bromberek
Avik Chakrabarti
Lee Ann Garrison
Brian Hinshaw
Thomas Holme
Alan Horowitz
Sally Lundeen

Thomas O’Bryan
Marie Savundranayagam
Ichiro Suzuki
Jin Zhang
Seth Zlotcha
Syllabus Guidelines

A. Class Information. Class information 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. Instructors’ and Teaching Assistants’ names
   d. Instructors’ and Teaching Assistants’ 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; and
   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’ and Teaching Assistants’ preferred names-in-use
   c. Source of each reading, if not a textbook to be purchased at the Bookstore;
   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 (see below);
   g. Instructors’ and Teaching Assistants’ 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 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/
Syllabus Links

1. Students with disabilities. Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. http://uwm.edu/arc/

2. Religious observances. Accommodations for absences due to religious observance should be noted. http://www4.uwm.edu/secu/docs/other/S1.5.htm

3. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted. Students: http://uwm.edu/active-duty-military/ Employees: https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf

4. Incompletes. 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. https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf

5. Discriminatory conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf

6. Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM’s Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: https://uwm.edu/sexual-assault/.

7. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

8. Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf

9. 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. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. http://www4.uwm.edu/secu/docs/other/S28.htm

10. LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. http://uwm.edu/lgbtrc/

11. Other. The final exam requirement, the final exam date requirement, etc. http://www4.uwm.edu/secu/docs/other/S22.htm
Instructional Guidelines

A. Cancellation of Classes
   1. Anticipated absence from class must be accounted for by colleague coverage or some other suitable accommodation.
UWM Office of Dual Enrollment: Teaching Observation Report

1. Name of UWM Faculty Liaison

2. UWM Academic Department

3. Name of High School Instructor

4. High School

5. Semester and Year

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

7. Date of Visit

8. Does the syllabus reflect the relevant UWM and academic department policies and guidelines? (1=needs improvement, 2=adequate, 3=excellent)
   1  2  3

9. Use this space to describe any concerns you have about the course syllabus.

10. Is the curriculum comparable to the on-campus course? (1=needs improvement, 2=adequate, 3=excellent)
    1  2  3

11. Use this space to discuss your observations and thoughts about the curriculum.
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
Office of Dual Enrollment: 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?
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?