

**College of Eastern Idaho**  
**Dual Enrollment**  
**Faculty Mentor Handbook**



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*The CEI Dual Credit program allows students to earn high school and college credit simultaneously. The courses deliver curriculum equivalent to college level course work. Faculty Mentors are critical to ensuring quality course curriculum and assessments.*

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## Acknowledgement

Thank you for the expertise, guidance and inspiration you provide our high school dual enrollment faculty through the role of academic faculty mentor. By assisting our Dual Credit faculty in developing and delivering a rigorous and effective college curriculum, you are shaping a better prepared college student.

Please accept my deepest gratitude for your service to the College of Eastern Idaho Dual Credit Program.

Tonya Tracy,  
Dual Credit Coordinator  
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(208) 535-5330

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The Dual Credit program is a partnership between CEI and area high schools. Under this program the college and participating high schools agree to help students accelerate their progress toward a college degree or certificate. The high school students who qualify for CEI Dual Credit program can take transferable college courses and/or career and technical courses while still enrolled in high school.

### **Purpose of Dual Credit Program**

The purpose of the Dual Credit program is to increase the educational options and opportunities for students. Dual Credit programs allow well prepared students to earn credit at the secondary and postsecondary levels simultaneously.

## **Faculty Mentor Guidelines for Dual Credit (DC)**

### **Why Mentors?**

Faculty members who agree to take on the role of Faculty Mentor are vital to the success of any DC program. Mentors help ensure comparable rigor and quality to courses taught. A Mentor has a unique opportunity to assist Instructors who are teaching the same course(s). The Mentor will keep them updated with trends and new information in the curriculum, as well as share effective teaching styles, techniques and resources. The Faculty Mentor Guidelines included in this packet further outline the role and responsibilities. For their service faculty Mentors are paid a stipend of \$150 per instructor per school year plus travel per-diem of site visits.

### **The Mentor's Role:**

Each Dual Credit Instructor is assigned a CEI Faculty Mentor who teaches the same course(s) for CEI. The Mentor's role includes:

- **Serve as a content resource to help protect consistent rigor and outcomes between the DC course and the same course delivered to "traditional" students. The Faculty Mentor will participate in the following to promote collegial interaction:**
  - Meet at least once with the first time DC Instructor (of the high school students) prior to the beginning of the course(s) to share information on course content through the use of the same:
    - Quality standards and syllabus
    - Textbook
    - Equipment
    - Materials and supplies
    - Outcomes
- Participate in site visits to the DC Instructor's classroom at least once during the class term for the purpose of providing collegial interaction.
- Attend professional development networking events designed to provide opportunities for networking and sharing of information between Instructors and Mentors. (In services and trainings at CEI)
- In addition to the pre-class visit, site visit and January in service, communicate (face-to-face, email or phone) at least one additional time during June at the end of the school year.
- CTE Dual Credit Mentors will also be asked to attend one Advisory Committee meeting with the mentor either at CEI or at the high school meeting location.

- **Providing documentation of site visits and additional communication on the appropriate forms provided in the Faculty Mentor Handbook:**
  - Faculty Mentor Orientation Checklist for New DC Instructors OR
  - Faculty Mentor Checklist for Returning DC Instructors
  - Dual Credit Partner Site Visit Report
  - Site Visit Checklist and Confirmation Form
- **Communicating course changes/issues to the appropriate Chair or designee, the Dual Credit Coordinator and the Instructor.**

### **Benefits of the Faculty Mentor Role**

Benefits of serving as a Faculty Mentor include:

- An opportunity to share one's knowledge and expertise
- An opportunity for self-renewal
- An opportunity to serve the institution
- An opportunity to share professional experiences

### **Benefits to the Dual Credit Instructor**

Benefits to the DC Instructor include:

- An opportunity to learn about the institution and the community
- An opportunity to enhance one's success as a DC Instructor
- An opportunity to lessen the stress of the job through collegial support
- An opportunity to build new professional relationships

## **Description and Documentation for Mentor Role/Responsibilities**

### **New Faculty Checklist**

Faculty Mentors must meet with new faculty to cover course learning outcomes, philosophies, classroom requirements, required assessments and assignments, and textbooks for the course prior to the instructor teaching for the CEI Dual Credit program. The Orientation Checklist for First-Time DC Instructors (Appendix I) list must be completed and returned to the Dual Credit Coordinator after all tasks are completed.

### **Meeting Prior to Class Start – New and Returning DC Instructors**

Prior to the beginning of class, Faculty Mentors will contact DC Instructors to review the following items:

- Course quality standards and how they are assessed
- Syllabus and course requirements/objectives/policies on campus
- Textbook and other supplementary materials required
- Instructor resources and professional development opportunities
- Site visit schedule
- FERPA guidelines
- Contact information and office hours
- Any additional questions/topics

## Site Visits

*Definition:* A site visit takes place in the DC Instructor's school building on a regular secondary school day. The visit is defined as the time spent observing a class and conferring with the DC teacher. The Faculty Mentor is responsible for scheduling the site visit.

- During an observation site visit, the Mentor observes the entire class period.
- During the conference, the Mentor and DC Instructor discuss topics related to what was observed in the visit.

## Site Visits Guidelines

- Observations should be made of the entire class period to gain insight on how the Instructor starts, teaches and concludes a lesson.
- Mentors will be asked to use the "DCP Site Visit Report" form (See Appendix II) to document their visit and conference. Both the DC Instructor and Mentor will be required to sign and date the form at the conclusion of the conference after the site visit occurs.
- Faculty Mentors will provide a copy of the DCP Site Visit Report form to the DCP Instructor.
- To receive compensation, Faculty Mentors must submit the original site visit form along with all supporting documentation to the Dual Credit Coordinator by December 1 for the fall semester and by May 1 for the spring semester.

## Frequency of Site Visits

Frequency requirements for site visits vary depending upon a variety of factors.

- For a First-Time DC Instructor, site visits are required once a year in the fall semester or spring semester if only taught in spring.
- For returning DC Instructors site visits for the same class should be conducted once every academic year OR:
  - If there has been a change in the curriculum such as quality standards/objectives/policies.
  - A DC Instructor has been assigned a new course.
  - You have not visited that instructor in the previous academic year.
  - You have concerns about a DC Instructor or course based upon observations during a previous site visit, correspondence, evaluation results and/or other communication with the DC Instructor, a review of textbooks and other class materials (including syllabi) or any other issues.
  - The DC Instructor or high school requests a visit.

## Additional Communication

In addition to the meeting prior to class starting, the site visit and any other professional development events, Faculty Mentors are asked to document at least one other time when they contacted the DC Instructor to offer assistance. This contact can be made via e-mail, phone or facsimile.

### **College Policies**

High School-based faculty are expected to follow college policies as related to the Family Education Rights and Privacy Act, Disability Services, Plagiarism and Academic Dishonesty, and Harassment. These policies are outlined in the Dual Credit faculty handbook. In absence of a college policy on child maltreatment, high school-based faculty are expected to follow the policy of the high school.

### **Non-Compliance**

If DC faculty are found to be non-compliant with the faculty responsibilities stated above, the college may deny the course request for the following year.

### **Contact:**

**Tonya Tracy**

**Dual Credit Coordinator**

**[Tonya.tracy@cei.edu](mailto:Tonya.tracy@cei.edu)**

**(208) 535-5330**

# APPENDIX I

## Orientation Checklist for First-Time DC Instructors

**FACULTY MENTOR ORIENTATION CHECKLIST  
FOR NEW DC INSTRUCTORS  
DUE BY: AUGUST 10<sup>TH</sup>, 2018**

New Dual Credit (DC) instructors must be introduced to the respective department's expectations, philosophy and protocols. The items on this checklist must be completed after new instructors are approved by the Academic Division to teach courses through DC and before classes begin.

Name of Instructor: \_\_\_\_\_

Faculty Mentor Name: \_\_\_\_\_

Course Name: \_\_\_\_\_

High School Name: \_\_\_\_\_

Term and Year: \_\_\_\_\_

**Prior to class start**, please do the following:

Discipline-Specific Orientation Information:

Review course quality standards/objectives, philosophy, curriculum and pedagogy.

**Notes about what was discussed:**

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Provide course syllabus and discuss, in detail, at a minimum:

- Course objectives
- Grading scale
- Assessment methods used
- Specific assessment tools used (if a common final assessment is used for the CEI course, it must be used in the high school course)

**Notes about what was discussed:**

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Review textbook and other supplementary materials required

**Notes about what was discussed:**

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Share Instructor resources and professional development opportunities and any other discipline-specific online resources.

**Notes about what was discussed:**

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Discuss site visit schedule and expectations

Share contact information and office hours

### **Administrative Orientation Information:**

Reminder of FERPA guidelines

How to enter grades in the Blackboard

How to check rosters in Blackboard

Dual Credit Faculty Handbook

CEI Academic Calendar

Expectations for the learning management system (LMS) (Blackboard)

Faculty Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

DC Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# APPENDIX II

## Dual Credit Partner Site Visit Report

**College of Eastern Idaho**  
**Dual Credit Partner Site Visit Report**  
**(completed by faculty Mentor in discipline)**  
**Due Date: By December 3<sup>rd</sup> 2018 or June 2019**

The classroom site visit report form should be completed during or immediately after the site visit. Mentor should be observing instruction during this visit, but may also co-teach, discuss college and CEI, etc. Mentors are encouraged to meet with the instructor or follow up after the visit to discuss the observation and build rapport. **A copy of the final visit form should be shared with the instructor via email and evidence submitted with your Mentor Report to the Dual Credit Program Office.**

**Instructor Name:** \_\_\_\_\_ **Date of Observation:** \_\_\_\_\_

**Partner High School Name:** \_\_\_\_\_ **Academic Year:** \_\_\_\_\_

**Semester Visited:** \_\_\_\_\_ **Course Subject:** \_\_\_\_\_

**CEI Course Title:** \_\_\_\_\_ **CEI Course Number:** \_\_\_\_\_

**# of students in the course:** \_\_\_\_\_ **Mixed enrollment (for college credit and not for college credit)?** \_\_\_\_\_

Standard	Needs Improvement	Adequate	Excellent
1. Implementation of College curriculum, adherence to CEI course outline (C3)			
2. Coherence and completeness of DCP syllabus (C3)			
3. Course reflects pedagogical, theoretical and philosophical orientation of the sponsoring academic division (C2)			
4. Course assignments and requirements meet College expectation (A1)			
5. Students assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts (A3)			
6. Final grades based on sound evaluation of course objectives (A2)			
7. Use of CEI resources and high school or community resources (F3)			
8. Gave an overview to the material			
9. Demonstrated teaching methods that appeal to students with diverse learning styles			
10. Provided students an opportunity to respond and participate in the class			



What are the significant strengths of the instructor?

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If any, what questions or comments did students direct to you?

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I am satisfied that the CEI curriculum is being delivered successfully and the rigor is at a college level in this class: YES NO

If you respond NO above, please provide specific reasons why you are not satisfied:

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Additional Comments:

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The mentor and the Dual Credit teacher are required to sign and date this form at the conclusion of the site visit.

I have visited the Dual Credit Enrollment teacher at the high school on the date below. The information on this form is correct.

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Printed Name: \_\_\_\_\_

I have reviewed the comments written by the CEI mentor and acknowledge the mentor's visit on the specified date.

High School Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

High School Teacher Printed Name: \_\_\_\_\_

High School Teacher phone and email: \_\_\_\_\_

\_\_\_\_\_

# APPENDIX III

**Faculty Mentor Checklist  
For Returning DC Instructors**

## FACULTY MENTOR CHECKLIST FOR RETURNING DC INSTRUCTORS

Complete this Activity Record for EACH RETURNING DC INSTRUCTOR and submit to the Dual Credit Coordinator by **December 3<sup>rd</sup> 2018** for fall semester and **June 7<sup>th</sup> 2019** for spring semester. Submit a form for each course the faculty Mentor observes.

Name of DC Instructor: \_\_\_\_\_

Faculty Mentor Name: \_\_\_\_\_

Course Name: \_\_\_\_\_

High School Name: \_\_\_\_\_

Term and Year: \_\_\_\_\_

Contact the DC Instructor via e-mail, in person or by phone to communicate about items on this list. Provide written documentation of what was shared on this form or attach a copy of the e-mail.

Remind DC Instructor that as Faculty Mentor, you are available for any assistance again this term.

- Communicate any changes in:
- Quality Standards and/or course content
  - Assessment methods and/or tools
  - Grading scale
  - Pre-requisites
  - Textbook

**Notes about what was communicated:**

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Share any new ideas you have for Instructor resources, course activities or supplemental information that may enrich the course.

**Notes about what was communicated:**

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If they have not already done so, remind the DC Instructor to e-mail a copy of their syllabus to you for review and feedback.

- E-mail a copy of the approved syllabus to the Dual Credit Coordinator.
- Discuss site visit, if appropriate
- Share contact information and office hours
- Reminder of FERPA guidelines

Faculty Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# APPENDIX IV

## Site Visit Checklist and Confirmation Form

**COLLEGE OF EASTERN IDAHO DUAL ENROLLMENT  
CHECKLIST AND CONFIRMATION FORM**

Below you will find a checklist of materials required for accreditation with the College of Eastern Idaho Dual Credit Partnerships Programs. A copy of each of these materials should be provided to your CEI Faculty Mentor at the time of your site visit.

<b>Materials</b>
Syllabus (with grading Policy and objectives)
Samples of tests/quizzes
Sample of 2-3 student work
Sample of teacher evaluation of student work

The materials and information collected by your CEI Faculty Mentor at the time of your site visit will be reviewed by the CEI Dean of General Education and Dean of CTE.

In addition, the faculty mentor will provide you with instructions and/or instruments for you to use in assessing your course(s) at the end of the semester, he or she will discuss with you how and when to submit assessment data.

We look forward to your upcoming site visit, which is scheduled for \_\_\_\_\_ at \_\_\_\_\_.

Please contact your Faculty Mentor if necessary to reschedule.

Thank you,

CEI Faculty Mentor

# APPENDIX V

**Documentation to be turned in to  
Dual Credit Coordinator Checklist**

**COLLEGE OF EASTERN IDAHO DUAL CREDIT  
DOCUMENTATION AND CHECKLIST FORM  
AFTER THE SITE VISIT HAS BEEN COMPLETED  
DUE BY JUNE 7<sup>TH</sup>, 2019**

Below you will find a checklist of materials required to be turned in to the Dual Credit Coordinator upon completion of the site visit. Once all of the documentation has been returned to the Dual Credit Coordinator, you will be paid a stipend for your service.

Information the Dual Credit Coordinator is looking for:

- Whether student assignments demonstrate rigor and depth equivalent to the on-campus course
- How instructor's evaluation of student work compares to on-campus evaluation
- Paired syllabus with course learning objectives **highlighted** and the Syllabus Review Form
- Paired student assessments which indicates the students are being tested on the same material at the high school as they are on-campus and the completed Assessment Review Form
- Evidence should make clear that the high school students are being assessed at the same level of rigor as on-campus students
- High school students must be held to the same grading standards as those expected of students in on-campus sections

<b>Sampling of Documents</b>	<b>From</b>
Syllabus (with grading policy and objectives) The high school instructor should utilize a syllabus that identifies the course as the college's, by including the college's name, course name, number, student learning objectives, grading scale and any required syllabus policy elements.	High School and CEI
Samples of tests / quizzes Paired assessments should assess the same topics or concepts. For example, if submitting paired assessments for General Chemistry, if the campus assessment piece is a multiple choice test on thermodynamics then the high school assessment piece should be a multiple choice test on thermodynamics. It should not be a multiple choice test on electron configurations or a lab report on titrations.	High School and CEI
Sample of 2-3 student work	High School and CEI
Sample of teacher evaluation of student work	High School and CEI

Thank you,  
Dual Credit Coordinator

# APPENDIX VI

## Assessment Review Form

**COLLEGE OF EASTERN IDAHO**  
**ASSESSMENT REVIEW FORM**  
**DUE DATE: BY JUNE 7<sup>TH</sup>, 2019**

The assessment review form should be completed outside the site visit observation. A copy of the final review should be shared with the instructor and any recommendations discussed at training or professional development. Please note mentors only need to complete assessment review for the schools they visit during the academic year. **A copy of the final visit form should be shared with the instructor via email and evidence submitted with your Mentor Report to the Dual Credit Program Office.**

**Name of Instructor:** \_\_\_\_\_ **Academic Year:** \_\_\_\_\_

**Partner High School Name:** \_\_\_\_\_ **CEI Course:** \_\_\_\_\_

Question	Yes	No
ex. Assessments on file	X	
18. Do you have example(s) of instructors' assessment instruments or student work?		
19. Do the assessment instrument(s)/student work reflect the CEI objectives/goals for the course?		
20. Are the depth and rigor of the assessments instruments comparable to on-campus		
21. Have you seen any student work graded by the instructor?		
22. Is the grading equivalent to that of CEI instruction?		

23.If "NO" is marked for any of questions #1-5, please explain below

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24. Within the assessment instrument(s)/student work, identify the levels of Bloom's Taxonomy in the measure. In the box next to each level, please note the various levels.

**Bloom's Taxonomy**

<p><b>Remember</b> Recall facts and basic concepts (define, duplicate, list, memorize, repeat, state)</p>		<p><b>Analyze</b> Draw connections among ideas (differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test)</p>	
<p><b>Understand</b> Explain ideas or concepts (classify, describe, discuss, explain, identify, locate, recognize, select, translate)</p>		<p><b>Evaluate</b> Justify a stand or decision (appraise, argue, defend, judge, select, support, value, critique, weigh)</p>	
<p><b>Apply</b> Use information in new situations (execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch)</p>		<p><b>Create</b> Produce new or original work (design, assemble, construct, conjecture, formulate, author, investigate)</p>	

25. How do you evaluate the assessment instrument(s)/student work in relationship to your department's practices?

26. Recommendations for moving forward:

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Printed Name: \_\_\_\_\_

# APPENDIX VI

## Syllabus Review Form

**COLLEGE OF EASTERN IDAHO**  
**SYLLABUS REVIEW FORM**  
**DUE DATE: OCTOBER 5<sup>TH</sup>, 2018**

The syllabus review form should be completed before the site visit observation. A copy of the final review should be shared with the instructor and any recommendations discussed at the site visit. Please note Mentors only need to complete assessment review for the schools they visit during the academic year. **A copy of the final visit form should be shared with the instructor via email and evidence submitted with your Mentor Report to the Dual Credit Program Office.**

**Name of Instructor:** \_\_\_\_\_ **Academic Year:** \_\_\_\_\_

**Partner High School Name:** \_\_\_\_\_ **CEI Course:** \_\_\_\_\_

Question	Yes	No
E.g. Syllabus on file	X	
27. Is the course syllabus consistent with the CEI on-campus offering?		
28. Do the units cover comparable material to those at CEI?		
29. Does the syllabus have the official CEI course description? (Description should be the same as the course catalog)		
30. Does the syllabus reflect the CEI course learning objectives?		
31. Does the syllabus contain Mentor approved resources for the course (i.e. textbook, periodicals, web resources, etc.?)		
32. Does the syllabus contain information on how the student will be Assessed?		
33. Does the syllabus contain a grading scale and CEI grading information?		
34. Does the syllabus contain a course calendar?		
35. Does the syllabus contain CEI's statements on academic honesty, disability services and student services?		

36. If "NO" is marked for any of questions #1-9, please explain below

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37. Recommendations for moving forward:

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Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Printed Name: \_\_\_\_\_