



The PTCC faculty mentor's role is to serve as the instructor of record overseeing and ensuring the integrity of the course curriculum. Mentors serve a critical role in ensuring that concurrent enrollment courses meet the outcomes, expectations, and quality expected of traditional on-campus courses.

The mentor's responsibilities include the following activities that require documentation and evidence collection for NACEP accreditation:

COURSE SPECIFIC TRAINING

*This requirement directly aligns with **NACEP Standard F2** – faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.*

For new concurrent enrollment teachers, new mentor/mentee relationships, or new concurrent enrollment course offerings: A minimum of one planning meeting between the faculty mentor and high school instructor will occur prior to the start of the course. This meeting will include a comprehensive New Teacher Orientation with discipline-specific training in topics including course curriculum, assessment criteria, pedagogy, course philosophy and theory. Other agenda items will include the Concurrent Enrollment Program handbook, administrative responsibilities, programmatic policy and procedures and ongoing/annual professional development.

COURSE OBSERVATIONS/SITE VISITS

*This requirement directly aligns with **NACEP Standard C3** – faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.*

For new concurrent enrollment teachers, new mentor/mentee relationships or new concurrent enrollment course offerings, classroom observations are required for all first-year mentor/mentee partnerships and should occur early in the semester to ensure that the course meets the learning outcomes approved by the college and that students are being held to college-level standards.

For established partnerships, a classroom observation is required at minimum once every three years. On years that a classroom observation is not scheduled, a faculty mentor should use the alternative site-visit options report to document face-to-face interaction with the partner high school teacher.

For established partnerships, one face-to-face alternative site visits should be scheduled for years that a classroom observation is not scheduled. This site visit report may be used only with concurrent enrollment partnerships in which the following requirements are met:

- Course partnership has been established at least two years
- Mentor/mentee partnership has been in place at least one year with no change in representation
- Classroom observation occurs at minimum every three years

REVIEW OF LEARNING OUTCOMES AND STUDENT ASSESSMENTS

This requirement directly aligns with NACEP Standards C2 and A1. NACEP Standard C2 – The college/university ensures the concurrent enrollment course reflects the learning objectives, and the pedagogical, theoretical, and philosophical orientation of the respective college/university discipline. NACEP Standard A1 – The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on-campus sections.

Review the course syllabus and course outline with the high school instructor to ensure consistency in course outcomes and expectations. Faculty mentors are required to review and submit paired syllabi annually from on campus and concurrent enrollment sections from each course, with learning objectives highlighted.

Review assignments and assessments to ensure students are being assessed using methods similar to those in on-campus courses. Faculty mentors are required to review and submit paired assessments annually from on-campus and concurrent enrollment section for side-by-side comparison (such as final exam, lab exercise, essay assignment, or grading rubric).

PROFESSIONAL DEVELOPMENT

This requirement directly aligns with NACEP Standard F3 – concurrent enrollment instructors participate in college/university provided annual discipline specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.

Group Professional Development: A faculty mentor may schedule a block of time to conduct professional development training for a group of concurrent enrollment teachers. The annual concurrent professional development day in August is a preferred time to host a discipline specific group professional development opportunity.

One-On-One Professional Development: For faculty mentors who are assigned to work with only a couple of teachers and where it is impractical to host a group meeting, a mentor may choose to meet one-on-one with the concurrent enrollment instructors to review curriculum standards, provide training related to the course, etc.

Other Professional Development: A faculty mentor may approve or invite a CE instructor to attend a discipline-related conference or workshop conducted by a professional organization or an academic department sponsored professional development training to fulfill the professional development requirement.

Tracking Professional Development Activities

The faculty mentor is responsible for tracking concurrent enrollment high school teacher participation in the required professional development training. With each professional development training the mentor should include:

- A list of attendees.
- An agenda, seminar description and materials, event minutes, conference report, or narrative of professional development activity.
- A narrative describing how the annual professional development further enhances course-content and delivery knowledge and/or addresses research and development in field. Please include the format, delivery method, and frequency of professional development activity.

The mentor's responsibilities also include the following activities required by PTCC and NACEP accreditation standards:

NACEP Standard P2 – The concurrent enrollment program has ongoing collaboration with secondary school partners.

Provide support, guidance and mentoring for concurrent enrollment high school instructors to ensure the delivery of a quality, collegiate-level learning experience for concurrent enrollment students.

Maintain regular communication with mentee (face-to-face, online, telephone, etc.).

Suggest possible PTCC events (on campus or at high school) to K-12 Partnerships Coordinator for the mentee's students enrolled in concurrent course to ensure that students are connected to the college and aware of student resources (example – concurrent student visit day/tour of campus, visit with mentor's onsite class, etc.). K-12 Partnerships Coordinator will coordinate event with appropriate staff.

NACEP Standard S3 – Concurrent Enrollment Students are advised about the benefit and implications of taking college courses, as well as the college's policies and expectations.

Be familiar with the Concurrent Enrollment Handbook and other mentor, teacher, and student resources found on PTCC's concurrent enrollment website. www.pine.edu/concurrent

NACEP Standard S4 – The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

Ensure high school students are aware of and have access to PTCC's library, college resources, and other PTCC services to assist them in their academic success.

NACEP Standard C2 - The college/university ensures the concurrent enrollment course reflects the learning objectives, and the pedagogical, theoretical, and philosophical orientation of the respective college/university discipline.

Notify mentee of updates to course syllabus, changes in curriculum and textbooks.

Provide access to supplementary materials approved by the department for use with the specific concurrent enrollment course

Other responsibilities of the PTCC Faculty Mentor:

Relay any concerns or program suggestions to Director of Student Success.

Document all meetings with concurrent mentee using the "Concurrent Enrollment Mentor Worksheet" and submit to Director of Student Success at the end of each concurrent enrollment course with all other required documentation.