



# MENTORING COMMUNICATION CHECKLIST

## Dual Credit

Completed by DACC Cooperating Instructor

*The DACC Cooperating Instructors are expected to schedule face to face meetings and remote conferences with the new DACC Dual Credit (DC) instructor(s) prior to, during and after course delivery. The following provides a checklist for these meetings. The items on this checklist must be completed as part of the DACC Cooperating Instructor Stipend. Please complete and submit to your Academic Dean.*

*If a meeting is not held, please provide an explanation in the comment section. Feel free to attach all email correspondence for documentation purposes.*

Date Completed: \_\_\_\_\_ Term/Year: \_\_\_\_\_

DC Instructor: \_\_\_\_\_ High School: \_\_\_\_\_

DACC Instructor: \_\_\_\_\_ Course: \_\_\_\_\_

### Introduction

In accordance with Illinois SB2838 and the federal Dual Credit Act, all state policies specified by the Illinois Community College Board, accreditation standards specified by the Higher Learning Commission, and DACC policies that apply to courses, instructional procedures, and academic standards which apply to college-level courses offered by DACC on campus will apply to DACC courses offered at the high school. DACC has the appropriate academic control of the curriculum that is consistent with any State or federal law, and as required by the Higher Learning Commission, or other applicable accrediting agency. Course content must be equivalent to credit-bearing, college-level courses offered at the College. Learning outcomes for the course must be the same as credit-bearing, college-level courses and be appropriately measured. If College representatives are not satisfied that content/delivery rigor is met, then the College will not transcript the course.

**MEETING #1 Date:** \_\_\_\_\_ **Method:** \_\_\_\_\_

*This meeting should be conducted face to face, but documents can be shared online.*

- Complete Orientation Checklist**

**MEETING #2 Date:** \_\_\_\_\_ **Method:** \_\_\_\_\_

*This may be completed remotely after two weeks into the dual credit course.*

- Collect a sample assessment used at the high school, and examine it for college level rigor and to ensure the assessment reflects the course learning outcomes. If possible, try to share two different types of assessment tools, for example, a multiple-choice quiz and an essay. If there are not any assessments to this point the importance of assessment should be emphasized. *If the shared assessments do not meet course standards, please take a moment to suggest*

improvements. Our goal here is not only to have our students learn course content, but learn how college courses operate and prepare them for the transfer when appropriate. If changes are not made or there is an impasse, refer the matter to the Dean.

Comments:

**MEETING #3 Date:** \_\_\_\_\_ **Method:** \_\_\_\_\_

*This must be completed at the high school between weeks 4-6. Approach the Dean or your lead instructor for a sample Faculty Performance Evaluation Rubric. Also be sure to consult the Site Visit Report.*

- Collect the outcomes for the lesson. Examine the lesson from the perspective of the course learning outcomes.
- Complete the Site Visit Report and Faculty Performance Evaluation**
- If needed, schedule another visit for two weeks later. (The visit two weeks later is mandatory if the instructor is teaching the course for the first time and the DACC Cooperative Instructor feels it is necessary.) If an impasse is reached, immediately notify the Academic Dean.

Comments:

**MEETING #4 Date:** \_\_\_\_\_ **Method:** \_\_\_\_\_

*This may be completed remotely at midterm.*

- Check on where the instructor is as compared to the outline. Is the course covering all of the stated material?
- Ask about course grades, without names of course. Is there anything unusual in the grade distribution?
- If possible, obtain three graded assessments or projects. The assessments should reflect a variety of grades, and the names should be redacted. See how they compare to how you would grade them as a DACC instructor. If the grades are askew, talk to the instructor at the high school and see how you are both applying the rubric/grading process for the course.

Comments:

**MEETING #5 Date:** \_\_\_\_\_ **Method:** \_\_\_\_\_

*This may be completed remotely around week twelve (12).*

- Check on the progress towards completing the course.
- Examine another sample assessment.

Comments:

**MEETING #6 Date:** \_\_\_\_\_ **Method:** \_\_\_\_\_

*This may be completed remotely around week fourteen (14).*

- Obtain a copy of the final exam or project. (Ask that it be sent to you at least ten days in advance of the final.)
- Review the final to make sure it is linked to the course outcomes and that it is a college level final.
- Submit the Mentoring Communication Checklist, Orientation Checklist, Site Visit Report & Partners in Education Form** once the course is complete.
- Submit final outline, credit hour form, final exam** (if changes were made at end of semester)

I verify that the above checklist was completed. I also verify that in my opinion the course documentation and classroom observations have confirmed that the course content and rigor is appropriate to college level coursework and the Master Syllabus.

\_\_\_\_\_  
DACC Cooperating Instructor Signature

\_\_\_\_\_  
Date