Boise State University- Concurrent Enrollment Program
2018-19 School Year
Classroom Observation Summary

<table>
<thead>
<tr>
<th>Concurrent Enrollment Instructor:</th>
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<tbody>
<tr>
<td>Boise State Faculty Observer:</td>
<td></td>
</tr>
<tr>
<td>Course:</td>
<td>Semester &amp; Year:</td>
</tr>
<tr>
<td>Date of Visit:</td>
<td>Date Report Submitted:</td>
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<tr>
<td>Textbook Used:</td>
<td>Today’s Topic:</td>
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**NACEP Standard Curriculum 2 and 3 (C2, C3)** University courses administered through CEP reflect the pedagogical, theoretical and philosophical orientation of the university, the college, and the sponsoring academic department. Faculty site visits ensure courses offered at the high school are the same as the classes offered on campus. As we visit your class we look for a clear presentation of the lesson and the development of the concepts with a rigor and depth of content equivalent to our on-campus courses. We also look for evidence that the teacher expects the student to complete college level work.

Faculty Liaison: Please add additional pages as necessary when answering the questions below. Provide as much detail as possible.

Return copy of completed summary by April 26, 2019 or sooner to the CE instructor and a copy to Fabiola Juarez-Coca, Director Concurrent Enrollment via email to: fjuearez@boisestate.edu or in print to Concurrent Enrollment Extended Studies, MS 1120.

1. In this space, make observations on the teaching methods used class session(s) you observed.
2. In this space, summarize any recommendations you have based on the classroom observation (or other considerations), and indicate any advice you gave to the instructor on the basis of the classroom observation. How were those teaching methods observed effective (or not).

3. As you review the course syllabus: to what extent are the CEP syllabus, aims, and content representative of the on-campus course?

4. Ask to see sample papers, activities, or assignments generated thus far in the course. How are the depth and rigor equivalent to the on-campus course? Answer this question in detail.

5. Comment on the instructor’s marking and grading. Does the instructor feel comfortable evaluating student work or is there room for improvement? Look over graded tests or assignments during your visit time.

6. Is the course consistent with the on-campus course? IF not, then plan a follow up meeting to align content where needed and attach a summary of updates to this summary report for record keeping.

Syllabus Alignment:

The CEP instructor’s syllabus need to contain the following:

- Descriptive overview of the university class
- Calendar of due dates
- Learning outcomes and explanation of how outcomes will be assessed
- Specific course expectations and grading requirements that specify the parameters for earning the Boise State course grade
- Boise State University’s statement on plagiarism and link to the Boise State student Code of Conduct

If you are not able to mark off some of the criteria above because it’s missing from the syllabus, give a due date for the content to be updated and the syllabus to be re-submitted you and the Concurrent Enrollment office.

Updated syllabus due date: ____________________