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**Dual Enrollment Work-Based Course Toolkit**

## This toolkit provides resources and templates for executing dual enrollment work-based courses at your school. These courses combine dual enrollment credit and work-based course learning through an employer partner. Below is an overview of the resources provided. PowerPoint Template

The PowerPoint template provides an overview of the dual enrollment work-based course model and shows the responsibilities of high schools, postsecondary institutions, and employers. We recommend using this PowerPoint when first engaging with school staff and external partners (employers, postsecondary institutions) about executing this model.

## MOU Template

Memoranda of Understanding (MOUs) are necessary in dual enrollment work-based courses to clarify the role of each partner (high school, postsecondary institution, and the employer partner). This template MOU has highlighted some key responsibilities for high schools, postsecondary institutions, and employers that you can adapt for your own purposes.

## Syllabus Template

Dual enrollment work-based courses combine traditional classroom learning and work-based learning into one course. This means that the syllabus for the course should show elements of both and make it clear that the experience at the worksite is incorporated into the final grade. This syllabus template shows an example of what a dual enrollment work-based course syllabus should look like.

## Employer Grading Rubric

The Employer Partner Assessment rubric is a basic rubric for assessing the skills and competencies students practice during the employer-led portion of the dual enrollment work-based course(s).  Before using this rubric, the college instructor and employer partner should agree on the list of skills and competencies to be assessed, which should be reflected in the updated dual enrollment course syllabus.

Throughout the course, the employer partner/co-instructor can use this rubric to rate the student’s demonstrated mastery of the skills and competencies they engage with during the work-based portion of the course. The employer partner should sign and date each rating and then share this with the course instructor. This will help with collaborative grading so that each student’s grade is based off their classroom and work experience as part of the course.

## Employer Feedback Survey

Gaining feedback from your partners allows for stronger collaboration and improvements on the course moving forward. This survey is intended to be sent to employer partners at the end of the dual enrollment work-based course.

## Student Feedback Survey

Similarly, getting feedback from your students is crucial to improving the class. Incorporating student voice has been shown to promote student engagement, enhance the learning experience, and increase equity. This survey is intended to be sent to students at the end of the dual enrollment work-based course. You might also consider having a shorter mid-year survey or conducting whole-class or 1:1 interviews as well.