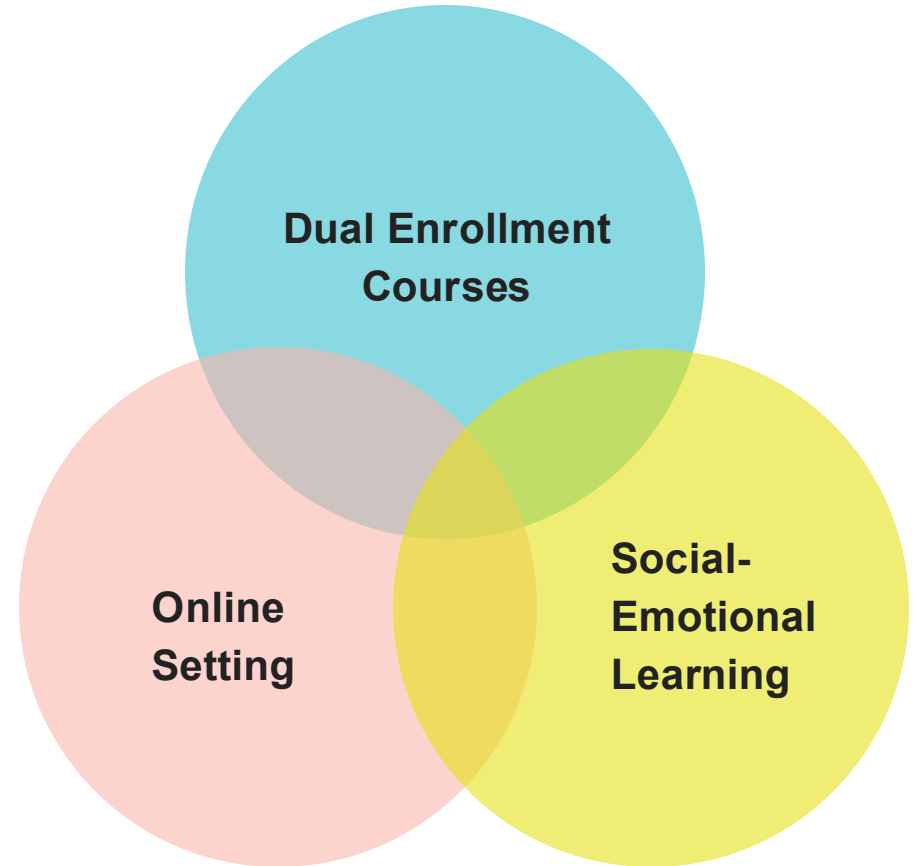


Improving Online Dual Enrollment Courses by Integrating Social-Emotional Learning



What is This Course Model?

These online dual enrollment courses incorporate social-emotional learning (SEL) into the course curriculum to amplify authentic learning. By implementing SEL in the context of online dual enrollment, students are better able to build the skills needed for perseverance and success in online course-taking and grow meaningful connections with peers and instructors, supporting the development of a strong academic and collegiate identity.



What Does it Look Like

Course instructors embed a set of activities, routines, and structures that enable and provide opportunities for students to develop, practice, and refine relationship building, problem-solving, growth mindset, and self-management skills. Instructors build the following SEL strategies into their courses and repeat and blend the strategies in ways that fit their course designs and sequencing:



**Emotions
Check-In**



**Challenge
of the
Week**



**Calendar
Look
Ahead**



**Self-
Assessment**



**Team
Building**



**Individual
Check-Ins**

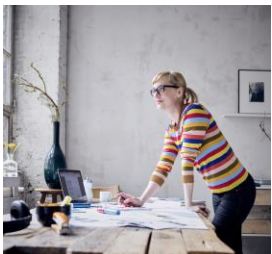
Key Benefits



Students practice college and career readiness skills, develop a college-going identity, and persist through course challenges to earn college credits early.



Colleges have accessible strategies that can be easily scaled, and course delivery contributes to instructor confidence and student persistence.



Instructors positively influence student success and have tested, ready-made tools and strategies to blend into course design.



School districts have an additional layer of support for students, and improved course outcomes contribute to achieving district goals and meeting accountability standards.

How Does a College Get Started?

Identify, Train, and Support Instructors

- **Identify instructors** with at least one year of collegiate-level teaching experience and an interest in supporting student growth and improving instructional practices.
- **Coordinate enabling conditions**, including adjusting instructor contracts and workload expectations, to allow time and flexibility to plan and implement SEL strategies. Identify funding sources for stipends or incentives for instructors.
- **Provide training and additional planning time** for instructors to learn about the model, refine syllabi, align lesson plans, and braid strategies into course materials and assignments.
- **Offer structured support and space for ongoing collaboration** between instructors and administrators to strengthen implementation and practice.



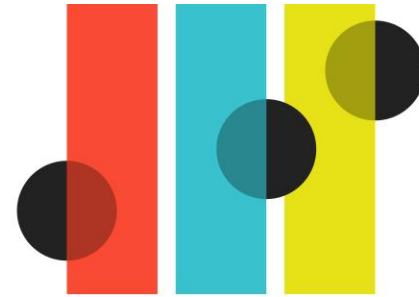
Coordinate Student Access and Success with High School Partners

- **Codesign recruitment strategies**, focusing on early awareness efforts and reaching student groups that traditionally have lower rates of participation in dual enrollment.
- **Remove financial barriers for student participation** by establishing agreements about funding and cost-sharing strategies to ensure students have instructor materials and technology that support consistent course participation.
- **Coordinate academic and non-academic supports**, including access to tutoring and mental health services, dedicated space to complete coursework, and, as feasible, an aide at the high school to supervise and guide students as they complete coursework.
- **Facilitate logistics and communication** processes between key high school and college personnel and establish an memorandum of understanding that clearly outlines roles and responsibilities, goals, resource coordination, and data sharing.



A woman with dark hair tied back, wearing a light-colored hoodie and white earbuds, is seated at a desk. She is looking intently at a laptop screen. The laptop screen displays a video call with a man in a blue shirt who is gesturing with his hands. On the desk next to the laptop is a smartphone and a pencil. The background shows a dark wooden chair and framed pictures on the wall. The entire scene is dimly lit, with a dark overlay across the image.

Questions?



JFF