

## **Faculty Council of Community Colleges**

### **Guidelines for Concurrent Enrollment Best Practices**

Concurrent enrollment courses are generally defined as courses taught in a high school, by a high school teacher, and for which students earn credit at both their high school and a college or university. As stated by NACEP, the National Alliance of Concurrent Enrollment Partnerships, these courses can become an important gateway to college for many rural students, who are less likely to enter college than urban students, and can offer the possibility for increased professional development for the teachers ([www.nacep.org](http://www.nacep.org)). Concurrent enrollment programs have also become an important part of the enrollment picture for many community colleges. However, the quality of these programs can vary widely, which impacts not only the students' experience but also the acceptance of concurrent enrollment credits at many universities. Even at the granting institution, these courses are often looked at with skepticism. The following guidelines are offered as best practices that can help ensure a quality educational experience for the students and can increase the chances of the courses being accepted for transfer when the high school student enters college.

- High school teachers must possess the same qualifications as adjunct instructors for the college, and the host collegiate department must approve the acceptance of high school teachers as concurrent enrollment teachers.
- The college faculty liaison<sup>i</sup> must perform a site visit of the high school course at least once a year for a minimum of the first three years that the instructor is teaching the course. The results of the site visit will be shared with the high school instructor for professional development purposes.
- Students enrolled in the course must meet the same pre-requisites as students enrolled in the course at the college.
- High school course information sheets<sup>ii</sup> must follow the same requirements as the college's course information sheets and be given to the college faculty liaison for review.
- All college course objectives must be met.
- Textbooks must be the same or an equivalent and must be approved by the college department and/or college faculty liaison.
- All course teaching materials must be comparable (computer software, technology, etc.) including the use or non-use of an online component.
- Course teaching materials (tests, project guidelines, etc.) must be reviewed by the college faculty liaison.
- Concurrently enrolled students are expected to complete the departmental assignments and major assessments required of all other college students for the same course.
- Grading policies must be clearly articulated. If the high school grade will be calculated differently from the college grade, these differences must be clearly documented and conveyed to the students.
- Final grade records must be retained by the college according to State regulations.

- A Concurrent Enrollment officer must be designated as the point person for college liaisons, high school teachers, high school counselors, and parents. All should be well informed of policies and procedures and general information regarding concurrent enrollment.
- Professional development activities should be offered to the high school teachers

The following guidelines from the Middle States *Standards for Accreditation and Standards of Affiliation (Thirteenth Edition)* are applied to all concurrent enrollment programs:

**Reference Middle States Standard III:**

Design and Delivery of the Student Learning Experience:

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. Certificate, undergraduate, graduate, and/or professional programs leading to a or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;

2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:

**a.** Rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;

**b.** Qualified for the positions they hold and the work they do;

**c.** Sufficient in number;

**d.** Provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;

**e.** Reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;

3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;

4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;

5. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:

a. Offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

b. Offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and

c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;

6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;

7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and

8. Periodic assessment of the effectiveness of programs providing student-learning opportunities.

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<sup>i</sup> A discipline-specific liaison should be appointed for each subject area.

<sup>ii</sup> Course information sheets/syllabus/course outline

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