



Concurrent Enrollment Program

Concurrent Enrollment Instructor (High School) Handbook

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Welcome to South Central College! We are thrilled to have you join this dynamic and impactful program. Your commitment to academic excellence and student success plays a vital role in helping students navigate a rigorous, college-level curriculum while still in high school. Through your guidance, students gain confidence, earn college credit, and develop the skills they need to thrive in postsecondary education.

This *Concurrent Enrollment Instructor Handbook* has been designed as a comprehensive resource to support you in delivering high-quality instruction that aligns with the standards and expectations of our partner institutions. Within these pages, you'll find important requirements and information that will assist you throughout the academic year. As a concurrent enrollment instructor, your role in shaping a student's academic path is invaluable. We are here to support your efforts every step of the way and look forward to a successful partnership.

The [National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#) is the national organization that sets standards for concurrent enrollment programs and accredits those programs that meet those standards. SCC has been a NACEP-accredited institution since 2020. Instructors and administrators in schools that participate in concurrent enrollment are required to follow the processes and procedures established by SCC to ensure alignment and adherence to the [NACEP standards](#).

This *CE Instructor Handbook* is intended to assist you in your role as a Concurrent Enrollment Instructor. You will also receive support from an SCC academic dean in your content area, the Vice President of Academic Affairs, student affairs representatives, and your faculty liaison.

Thank you for providing this valuable experience for your students! We look forward to working with you and appreciate your acceptance of this role.

The South Central College Concurrent Enrollment Program Team

Overview of South Central College

[South Central College](#) has had a history of academic excellence since 1946. The college has two campuses in Faribault and North Mankato and numerous farm business management offices throughout Southern Minnesota. South Central College is a proud member of the Minnesota State Colleges and Universities system. Over 100 career-ready award options are offered as certificates, diplomas, Associate in Applied Science (AAS) or Associate in Science (AS) degrees. Many majors include transfer options to the system's seven universities. Courses may be offered in a variety of formats including in-person, hybrid, online, and flexible learning options. SCC also offers an Associate of Arts (AA) degree that provides students with the first two years of their baccalaureate education. SCC emphasizes globalization and integrates an international perspective into its curriculum.

South Central College is one of 33 colleges and universities that make up the Minnesota State Colleges and Universities system (MN State). This statewide system of community colleges, state universities and technical colleges is governed by a Board of Trustees. MN State colleges and universities are dedicated to providing students with a wide array of opportunities for life-long education in both technical and academic fields, ranging from short-course certificates to doctorate degrees. The system serves approximately 277,000 students in credit-based courses and an additional 157,000 in non-credit offerings.

Vision

South Central College will be the region's leading institution in preparing students for the global marketplace by creating an inclusive environment and providing academic, technical, and professional resources to pursue their chosen career, educational, and personal goals.

Mission

South Central College provides an accessible and inclusive learning environment that cultivates student success and advances regional economic development.

Values

Learning - Recognizes the effects of lifelong intellectual, professional, and personal learning.

Integrity - Operates with ethics and transparency in all interactions.

Equity - Honors diversity, equity, and Inclusion by recognizing every person's worth and potential.

Communication - Practices relevant, respectful, timely, and effective communication.

Collaboration - Values collaboration and believes that teamwork promotes unity and a shared purpose.

Innovation - Embraces continuous improvement and opportunities.

Institutional Core Competencies (ICCs)

Institutional Core Competencies are campus-wide competencies. The assumption is these are taught, supported, practiced, and assessed throughout the curricular and co-curricular programs of the college.

Communication: Students will be able to demonstrate appropriate and effective interactions with others to achieve their personal, academic, and professional objectives.

Critical and Creative Thinking: Students will be able to demonstrate purposeful thinking with the goal of using a creative process for developing and building upon ideas and/or the goal of using a critical process for the analyzing and evaluating of ideas.

Civic Engagement and Social Responsibility: Students will be able to demonstrate the ability to engage in the social responsibilities expected of a community member.

Cultural Competence: Students will be able to demonstrate an attitude of personal curiosity, a rising knowledge of cultures, and an evolving range of skills for living and working among others with other worldviews and ways of life.

Overview of Concurrent Enrollment

What is Concurrent Enrollment (CE)?

A *concurrent enrollment* course is a college course offered at the high school and taught by a high school teacher. Concurrent enrollment courses enroll only high school students who may earn both high school and college credit for satisfactorily completed courses. CE courses are college level courses approved through the college process and meet institutional standards required for accreditation.

In order to become a concurrent enrollment instructor, the high school teacher **must** meet the MN State system established credential fields and minimum qualifications for faculty as designated in [Board Policy 3.32](#). *College Faculty Credentialing* and [System Procedure 3.32.1](#) *College Faculty Credentialing*.

If no instructor in the high school meets these qualifications, other options for providing access to courses through the Postsecondary Enrollment Options (PSEO) program must be considered. These options include:

1. Online courses taught by a college faculty member
2. On-campus college courses
3. College courses offered by the college faculty member in the high school.

Students meet the **eligibility standards** as listed in [MnSCU Policy 3.5.1, Part 2](#) including:

1. For 11th grade students, class rank in the upper one-third of their class or a score at or above the 70th percentile on a nationally standardized, norm-referenced test (e.g. ACT, SAT, Pre-ACT, etc.);
2. For 12th grade students, class rank in the upper one-half of their class or a score at or above the 50th percentile on a nationally standardized, norm-referenced test (e.g. ACT, SAT, Pre-ACT, etc.); or
3. For 11th and 12th grade students, documentation other than that specified in 1 and 2 of this subpart that demonstrates the student's readiness and ability to perform college-level work as determined in college or university policies and procedures.

Eligibility standards and access for 9th and 10th grade students:

These students must meet at least one of the following standards.

1. Rank in the upper one-tenth of their class, or
2. attain a score at or above the 90th percentile on a nationally standardized, norm-referenced test, or
3. have a favorable recommendation from a designated high school official to enroll in college or university courses.

Eligible 9th and 10th grade students may only enroll in a course offered through concurrent enrollment or through PSEO by contract under the following conditions defined in Minn. Stat. 124D.09, Subd. 5b:

1. The school district and the eligible postsecondary institution providing the course must agree to the student's enrollment; or
2. The course is a world language course currently available to 11th and 12th grade students, and consistent with Minn. Stat. 120B.022 governing world language standards, certificates, and seals. Indigenous languages and American Sign Language (ASL) are eligible under this provision.

Exception for 10th grade students and Career and Technical Education courses:

1. Notwithstanding the eligibility standards established in Part 3, Subpart B of this procedure, Minn. Stat. 124D.09, Subd.4(b) requires a student who is in 10th grade and has attained a passing score on the 8th grade Minnesota Comprehensive Assessment in reading and meets any of the other course prerequisites or course enrollment standards established by the college, including but not limited to assessment test scores, program admission, or other requirements, may enroll in a career or technical education course at a system college.
2. If the student receives a grade of C or better in the course, the student must be allowed to take additional courses in subsequent terms including, but not limited to, career and technical education courses.
3. A current 10th grade student who did not take the 8th grade Minnesota Comprehensive Assessment in reading may substitute another reading assessment accepted by the enrolling college.
4. Students admitted under this provision may be required to attend academic advising sessions at the discretion of the college.

Benefits to students may include:

- Saving money by reducing future college costs
- Graduating from college earlier
- Lightening of their first or second semester course load in college and relieving some of the pressure and stress in their first year
- Demonstration of a willingness and ability to succeed in college courses

Concurrent Enrollment Instructor Support

South Central College will assign a faculty liaison to each CE instructor. The liaison will communicate regularly with the CE instructor and will monitor assignments, exams, projects, student academic achievement, and instructional effectiveness to ensure the course meets the learning outcomes contained in the College approved common course outline (CCO). The CE instructor will be provided with an orientation to the CE program and on-going opportunities to participate in appropriate on-campus faculty development activities.

National Alliance of Concurrent Enrollment Partnerships (NACEP)

The National Alliance of Concurrent Enrollment Partnerships (NACEP) is the national organization that sets standards for Concurrent Enrollment Programs and accredits those programs that meet the national standards. In 2020, SCC was awarded institutional NACEP accreditation. Instructors and administrators in schools that participate in concurrent enrollment are required to follow the processes and procedures established by SCC to ensure alignment and adherence to the [NACEP standards](#). Information regarding requirements and expectations can be found throughout this handbook.



Getting Students Registered

Students register through their high school for the concurrent course at the regularly scheduled high school registration dates set by the high school. Student interested in participating in a concurrent enrollment course apply to South Central College via the [online application](#). Instructions for applying online can accessed using [this link](#). The high school course/section roster(s) and high school transcripts for each student should be submitted (emailed) to the SCC Secondary Relations office – secondaryrelations@southcentral.edu.

High school and SCC class lists will be shared and compared within the first week of class and any discrepancies in the SCC list of students and actual students attending the CE high school course must be reported right away to SCC's Vice President of Academic Affairs. Any missing applications and additional paperwork must be secured and submitted right away to be entered into the SCC student information system for the high school student to receive concurrent enrollment credit.

New CE Instructors: Getting Started

Qualifications for Concurrent Enrollment Instructors

Concurrent enrollment instructors must meet the minimum qualifications for college faculty as designated in MnSCU's Board Policy 3.32 College Faculty Credentialing and System Procedure 3.32.1 College Faculty Credentialing.

PSEO Concurrent Enrollment Instructor Designation

Designation of a high school instructor to be a concurrent enrollment instructor requires submission of the following to the Secondary Relations Office:

1. A letter of application written by the high school instructor;
2. a completed *High School Instructor Application*;
3. an approval by the instructor's principal as part of the application;
4. the instructor's resume and official transcript;
5. a class syllabus for review and alignment with SCC course syllabus; and
6. any other documents requested by SCC's Secondary Relations office.

Participation in a concurrent enrollment program by a high school instructor requires compliance with all expectations for communicating with the college faculty liaison and participation in any required orientation and professional development activities as outlined in the concurrent enrollment agreement.

Once all of the above documents are provided to SCC's Secondary Relations office, the applicant's materials will be reviewed by the academic dean who oversees the subject area and will make the final approval decision.

Upon approval, the instructor will receive a confirmation letter and be assigned a faculty liaison. *All instructors must attend SCC's annual training and professional development event, which is hosted by the Secondary Relations Office staff prior to the start of the academic year.*

Using the SCC Library

Your STAR ID will provide you access to all the services and resources of [SCC's library](#). If you have any questions or need help regarding library use, contact library@southcentral.edu.

All CE Instructors: Getting Started

Preparing Your Syllabus

Preparing your syllabus for your CE class is important work. When your syllabus is carefully written, all students' questions about the requirements and expectations for your SCC classes should be answered on the first day of class, and the policies and guidelines for the entire course will be clear from the start.

You will be provided with a *syllabus template* to work off of to construct your syllabus and ensure that all required information is included. Your faculty liaison will use a *syllabus checklist* to review the document and approve.

The finalized syllabus will be submitted to an electronic folder that is dedicated to your course(s) prior to the start of the course. Instructions and links to this folder will be provided.

Submit Your CE Course Schedule

Your CE course schedule should be submitted to the SCC Secondary Relations office as far in advance to the start of the course as possible.

Receiving and Reviewing Class Lists

After SCC student registration is completed, you will receive your SCC class list. Your class list will show which students are officially registered for SCC credit. Be sure to review your class list carefully as soon as you receive it to make sure it is accurate. If the list is inaccurate, contact the SCC Secondary Relations office.

Your SCC Faculty Liaison

A SCC faculty liaison (mentor) will be assigned to you. Your liaison will communicate with you on a regular basis to monitor assignments, exams, projects, student academic achievement, and instructional effectiveness to ensure that the course meets the learning outcomes contained in the common course outline approved by the college and that students are held to college-level standards.

Along with the review and alignment of your syllabus, your liaison may make course suggestions; share information about classes on campus in your discipline; exchange ideas about assignments, tests, books, and teaching methods applicable to your discipline; and visit your class. You will meet with your faculty liaison at least one time prior to the start of your CE course at the annual training and professional development event. Your liaison will also make a minimum of one classroom observation (either virtually or at your school) each semester.

Prior to the completion of the course you will submit copies of assessment tools (test, quizzes, assignments) and samples of students' graded work. Within the last two weeks of your class, students will complete an SCC course evaluation. You will receive a link to the online evaluation tool and we encourage you to dedicate a few moments during your class to allow students to complete the evaluation. If you teach online, please ensure your students have access to the link and encourage their participation. A response report will be generated and an evaluation review meeting will be held between the academic dean, the faculty liaison, and you, as the course instructor.

Faculty liaisons also provide documentation required as evidence that fulfills NACEP standards C1, C2, C3, F2, F3, & A1.

Knowing Your Responsibilities

Concurrent enrollment instructors must maintain records for South Central College, help provide documentation for NACEP accreditation, follow SCC policies, and participate in at least one professional development event each year.

Tasks for High School Concurrent Enrollment Instructor

- ☐ Email, mail, or deliver materials for personnel file to SCC's Secondary Relations office
- ☐ Complete credentialing process using the MN State "Manage Non-Employee Appointment" system
- ☐ Submit copy of syllabus for each class (compliant with SCC common course outline(s) and guidelines for syllabi) to the and faculty liaison prior to start of instruction.
- ☐ Consult with faculty liaison about course content, assignments, textbook, assessment, and evaluation.
- ☐ Attend the annual CE Instructor/Liaison Training & Professional Development Event
- ☐ Schedule classroom observations with faculty liaison
- ☐ Provide syllabus to students on first day of class (compliant with SCC course outline(s) and guidelines for syllabi)
- ☐ Confirm date of class observation
- ☐ Review, sign, and return completed observation report.
- ☐ Administer course evaluation(s) by indicated deadline, following given instructions
- ☐ Submit final grades using SCC's online grading system (see below)
- ☐ Submit copies of assessment tools (tests, quizzes, assignments) and samples of students' graded work to SCC faculty liaison before the end of semester

Reporting Grades

Final grades must be recorded within SCC's Integrated Statewide Record System (ISRS). System training will be provided during orientation and the faculty liaison will be available to assist with this process as well.

If students do not pass the course with a grade of C (2.0) or higher, they will lose eligibility to participate in concurrent enrollment courses.

Administering Instructor/Course Evaluations

Every CE course must be evaluated by students in order to comply with NACEP Standard E1. Your instructor and course evaluation will be completed near the end of the course completion date. You and the academic dean will receive a copy of the evaluation report and one copy of the report will be kept in your SCC concurrent enrollment file. An evaluation review meeting will be scheduled between you, the academic Dean, and your faculty liaison.

CE Instructor Non-Compliance Policy

All concurrent enrollment (CE) instructors are expected to adhere to the South Central College (SCC) course syllabi requirements, learning objectives, academic rigor, and assessment components for all CE courses. An instructor may be deemed non-compliant when any of the outlined CE course content expectations are not adhered to.

All CE instructors are expected to attend CE-specific training (provided by the college) and discipline-specific professional development activities (provided by the faculty liaison) to stay informed of college expectations as they relate to current course content and rigor. The SCC Office of Academic Affairs maintains documentation of professional development participation for all CE Instructors. Non-compliance will be reported to the VPAA, HS principal, and SCC academic dean to be addressed.

If the faculty liaison has significant concerns regarding the instructor's adherence to the course content, academic rigor, assessment components, and or participation in professional development the issue(s) will be addressed on a case-by-case basis, with the goal of assisting the instructor to correct the concerns.

Steps that may be taken if non-compliance is suspected include:

1. The faculty liaison's concerns will be documented in writing via the Non-Compliance Report and sent to both the VPAA and academic dean. The written document will be kept as a part of the CE program's permanent files.
2. The VPAA and/or academic dean will contact the high school administrator to

coordinate a meeting with the following members present ~ the CE instructor, faculty liaison, VPAA, academic dean, and high school administrator ~ to discuss instructional concerns and develop an action plan.

3. The faculty liaison will follow up with the CE instructor, either through another meeting or through a classroom observation, to determine if the concerns outlined in the action plan have been addressed and resolved. If the concerns have been resolved, no further action needs to be taken.
4. If, after thorough consultation and careful consideration, the VPAA, faculty liaison, and academic dean determine that the course does not maintain college quality, OR the instructor did not meet professional development requirements:
 - a. In cases of academic non-compliance, the college will cancel the course for the subsequent academic year and the instructor will lose his/her status as a CE instructor in that discipline. The high school administration will be informed of the College's decision, and DSR will work with the high school to identify another instructor, if appropriate. NOTE: If an instructor has been approved to offer concurrent courses in more than one discipline or course, the faculty mentor for each area will assess adherence to the course content. Cancellation of one concurrent course due to non-compliance does not automatically cancel other concurrent courses.
 - b. In cases of professional development and/or training non-compliance, the CE instructor will lose his/her status as a CE instructor in that discipline for a period of one calendar year and a substitute instructor will need to be appointed by the academic dean. After the one-year period is complete, the instructor may apply for a CE instructor position in that discipline.

Student Academic Policies

<https://southcentral.edu/policy/student-policies.html>

Academic Dishonesty

Situations may arise in which academic dishonesty occurs, as defined below. The faculty member who encounters instances of academic dishonesty will submit a report of alleged student misconduct to their academic dean.

Definitions:

1. *Academic Dishonesty* - includes misconduct associated with the classroom, laboratory or clinical learning process. Some examples of academic misconduct are cheating and plagiarism.
2. *Cheating* - includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff.
3. *Plagiarism* - plagiarism is intellectual theft and includes, but is not limited to, the undocumented use of information—paraphrase or direct quotation—from the published or unpublished work of another person or source; plagiarism also includes using papers/writings from an agency engaged in the selling of term papers or other academic materials.

Applicability:

When a faculty or staff member encounters an incident of academic dishonesty they will submit the *Student Academic Dishonesty Report Form* to the academic dean responsible for the course, which details the alleged incident, and provides evidentiary documentation. The academic dean will determine whether other incidences of academic dishonesty have been reported by requesting such information from the Office of the Vice President of Academic Affairs. Violations will be tracked in the dean's office and in the Office of the Vice President of Academic Affairs.

1. For the first violation: the faculty member will impose sanctions which could include, but are not limited to, a written notice to the student, grade adjustment, additional academic assignments, or course failure. The academic dean will inform the student in writing of the evidence and sanctions and will attach a copy of the academic dishonesty policy. The academic dean will set a meeting date with the student to discuss the violation.
2. For the second violation: Failure of the course in which the academic dishonesty occurs. The academic dean will issue a written reprimand which becomes part of the permanent student record.
3. For the third violation: college expulsion-permanent separation of the student from the college will be imposed upon the approval of the VPAA.

Grades

Letter grades will be assigned to each course as an evaluation of student performance. In addition, the following weighted system will be used to determine a student's Grade Point Average (GPA):

A = 4.00	C = 2.00	AU = AUDIT
A- = 3.66	C- = 1.66	CR = TEST-OUT
B+ = 3.33	D+ = 1.33	I = INCOMPLETE
B = 3.00	D = 1.00	P = PASS
B- = 2.66	D- = 0.66	W = WITHDRAW
C+ = 2.33	F = 0	Z = NO GRADE ASSIGNED
	FN = 0	EX = TALK TO REGISTRAR
		FN = Failure/Not Attending

Grade Change Policy

1. A change of grade will be accepted by the office of the Registrar only if properly signed by the instructor or at the discretion of the academic dean if the instructor is not employed by the college.
2. Grade changes will be accepted for up to two calendar years from the original term of enrollment for the course.
3. Changes will be accepted for I (incomplete), Z (grade unknown) and in the event of error in the calculation of the original grade.

Academic Grade Dispute Procedure

Students have the right to dispute unfair or arbitrary grades. A student must first talk with the instructor. If satisfaction is not reached, the student may next talk with the academic dean in charge of the instructor's division. If satisfaction is still not achieved, the student may file a formal grievance following the steps outlined in the [Student Complaint and Grievance Procedure](#). Grading decisions supported by published policies or stated expectations of faculty are not open to grievance.

- The term preponderance of evidence means a standard of responsibility that it is more likely than not that the code has been violated.
- The term summary suspension means a suspension imposed without a formal hearing to ensure the safety and well-being of members of the college community.
- The term suspension means denial of the privilege of enrollment for a specified period of time after which the student is eligible to return. Conditions for re-enrollment may be specified.

Students Rights & Responsibilities

Freedom to Learn

In addition to the basic constitutional rights enjoyed by all citizens, students in colleges and universities have specific rights related to academic freedom and their status as students. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students are expected to exercise their freedom with responsibility.

Freedom of Expression

Individual students and student organizations shall be free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. They shall be free to support causes by orderly means that do not disrupt the regular and essential operation of the institution.

In the classroom, students shall be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Freedom to Association

Students shall be free to organize and join organizations to promote their common and lawful interests, subject to institutional policies or regulations. Registration or recognition may be withheld or withdrawn from organizations that violate college regulations and policies.

Student-Sponsored Forums

Students shall have the right to assemble, to select speakers and to discuss issues of their choice. The college shall establish reasonable time, place and manner restrictions to assure that the assembly does not substantially disrupt the institution or does not interfere with the opportunity of other students to obtain an education or otherwise infringe upon the rights of others. Such regulations shall not be used as a means of censorship. The president or designee may prohibit any forum when holding the event, in their judgment, would result in physical harm or threat of physical harm to personnel or property. Prior to any such prohibition, the president shall make the best effort to consult with a designated member of the student association.

Student Publications

Student-funded publications shall be free of censorship and advance approval of copy, and their editors and managers shall be free to develop their own editorial and news coverage policies. Editors and managers of student publications shall be protected from arbitrary suspension and

removal because of student, faculty, administrative or public disapproval of editorial policy or content. The student fee allocation process shall not be used as a means of editorial control of student-funded publications. All student publications shall explicitly state on the editorial page that the opinions there expressed are not necessarily those of the college, system or student body.

- **Catalog and Course Information:** To the extent possible, students will be provided relevant and accurate information regarding courses prior to enrollment. Catalog descriptions will be accurate and based on information existing at the time of publication. To the extent possible, class schedules will list the names of faculty teaching courses.
- **Academic Information:** Students shall have access to accurate information about general requirements for establishing and maintaining acceptable academic standing, information which will enable students to determine their individual academic standing, and information regarding graduation requirements.

Academic Evaluation

Student academic performance shall be evaluated solely on the basis of academic standards, including any requirements that are noted in the catalog, course syllabus or student handbook. Students shall have protection against prejudiced or capricious evaluation and shall not be evaluated on the basis of opinions or conduct in matters unrelated to academic standards. Students shall have the right to review their corrected examinations or other required assignments used by the faculty in evaluating the student's academic performance.

- **Property Rights:** Term papers, essays, projects, works of art and similar property shall be returned to a student upon request, within a reasonable time frame, when no longer needed for evaluation purposes, unless the student grants written permission for them to be retained.
- **Off-Campus Conduct:** Students who violate a local ordinance or state law risk the legal penalties prescribed by civil authorities. The college need not concern itself with every violation. Nevertheless, the college may take disciplinary action against students for off-campus behavior following the procedures of the code of student conduct.

Resource Websites



**Concurrent
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