



Concurrent Enrollment Program

Faculty Liaison Handbook

Acknowledgment

Thank you for the expertise and guidance that you provide our high school concurrent enrollment instructors as an academic faculty liaison. Your service to this program ensures that instructors develop and deliver a rigorous college curriculum to our high school partners. We look forward to working with you!

The SCC Concurrent Enrollment Program Team

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Overview of Concurrent Enrollment

Concurrent Enrollment

Concurrent enrollment one of two types of dual enrollment models that offers the opportunity for high school students to earn college credit. A concurrent enrollment (CE) course is a college course offered at the high school and taught by a high school instructor. 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 Minnesota State established credential fields and minimum qualifications for faculty as designated in [Board Policy 3.32 Faculty Qualifications](#) 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 dual enrollment must be considered. These options include:

1. On-line courses taught by a college faculty member;
2. on-campus college courses; and
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
- Demonstrating academic excellence in high school
- Graduating from college earlier
- Lightening their first or second semester course load in college and relieving some of the pressure and stress in their first year as an undergraduate

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 the Spring of 2020, SCC was awarded institutional NACEP accreditation. Instructors and administrators in schools that participate in CE are required to follow the policies and procedures that SCC has established to align with NACEP standards. Information regarding requirements and expectations can be found throughout this handbook.



SCC Faculty Liaison

A SCC *faculty liaison* will be assigned to every CE instructor. The liaison will communicate regularly with the CE instructor 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.

The liaison will review and approve course syllabi; make suggestions for improvements; share information about classes on campus in the discipline; exchange ideas about assignments, assessments, books, and teaching methods; and visit classes. The faculty liaison will meet with the CE instructor at least one time prior to the start of the CE course. The liaison will also make a minimum of one on-site visit at the school. At the completion of the course, the CE instructor will submit copies of assessment tools (test, quizzes, and assignments) and samples of students' graded work to the liaison.

Faculty liaisons also provide documentation required as evidence that fulfills the National Alliance of Concurrent Enrollment Partnerships (NACEP) standards C1, C2, C3, F2, F3, F4, A1.

Faculty Liaison Assignment & Compensation

SCC Administration will assign college faculty liaisons as needed for each academic year.

Faculty liaisons will be paid per MSCF Contract, Article 13, Section 10:

Section 10. PSEO/Concurrent Enrollment. *Payment for assignments for mentoring/monitoring instruction in the college/high school credit programs shall be paid on a pro-rata credit equivalent basis. In no case shall an individual who does not meet minimum qualifications in the credential field of the course be assigned to mentor or do similar work. Mentors for these programs shall be compensated at the rate of one (1) credit for the first time an instructor is mentored in a course and one-half (1/2) credit each successive time.*

Roles & Responsibilities

- Attend annual CE training and professional development event.
- Sign RCE agreement provided by your Academic Dean's office.
- Collaborate with CE Instructor(s) to review and pair syllabi using, the **Syllabus Checklist** and **Syllabus Template**.
- Verify that CE Instructors are teaching a rigorous, college-level course identical to that offered in the on-campus setting. Course competencies should be paired.
- Arrange at least one classroom observation per course during the academic year and complete the **Classroom Observation Report**. If the liaison/instructor relationship is maintained for more than continuous academic years, the observation frequency may be decreased to every other year.
- Maintain communication with high school CE Instructor. Provide ideas, suggestions, and teaching strategies as needed.
- Provide annual discipline-specific professional development training to high school CE Instructor(s). Document professional development events and activities on the **Professional Development Report** tool.
- Submit all documentation including forms; reports; paired syllabi, assessments and/or assignments; professional development materials to the SCC Director of Secondary Relations at the end of each semester, using the submission method requested.

****Failure to comply with any of the above responsibilities may result in dismissal from the faculty liaison role.****

High School Concurrent Enrollment Instructor

Qualifications for High School CE Instructors

Concurrent enrollment instructors must meet the minimum qualifications for college faculty as designated in [Board Policy 3.32 Faculty Qualifications](#) 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 SCC Secondary Relations office:

1. A completed *CEP Instructor Application*
2. Resume
3. College transcripts

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.

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. The CE instructor will be provided with an orientation to the CE program and ongoing opportunities to participate in appropriate on-campus faculty development activities.