



NACEP Standards & Evidence *with Secondary Best Practices*

The **NACEP Standards & Evidence with Secondary Best Practices**, authored by the NACEP Secondary School Partners Committee, is a Concurrent Enrollment (CE) resource for high schools and districts which are starting new or expanding existing Concurrent Enrollment programs. Aligned with NACEP standards and evidence, these secondary best practices provide high school administrators, counselors, and staff with specific suggestions for implementing CE processes, accountability, and collaboration with post-secondary partners. These best practices may also be used by secondary partners who wish to support their post-secondary partners applying for NACEP Accreditation.

**NACEP Standards & Evidence
with Secondary Best Practices**

Partnership Standards		
	Postsecondary Accreditation Standards & Evidence	Examples of Secondary Best Practices
P1	<p><i>The Concurrent Enrollment program (CEP) aligns with the college/university mission and is supported by the institution's administration and academic leadership.</i></p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Organization chart that shows how and where the concurrent enrollment program fits into the institution. 2. Description of concurrent enrollment staff structure, including services provided by other departments of the college/university. 3. A listing of all Faculty Liaisons by discipline and a description of Faculty Liaison role, including comprehensive faculty liaison procedures and practice guide or handbook. 4. College/university mission statement, strategic plan or other guiding document and description of how the CEP aligns. Both Program Director and Chief Academic Officer will sign the NACEP Partnership Form or provide a letter that both individuals sign. 	<ol style="list-style-type: none"> 1. Organizational chart of the secondary partners which includes key staff, in the high school, through the district level leadership over the Concurrent Enrollment program. 2. List of the Concurrent Enrollment faculty by discipline and evidence of feedback from the post-secondary and secondary partners. 3. Course materials and resources provided by the post-secondary institution to ensure best practices in the classroom. Documents should include program or course objectives
P2	<p><i>The concurrent enrollment program has ongoing collaboration with secondary school partners.</i></p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A description of the ongoing collaboration between partners and the roles and responsibilities of each stakeholder. Include evidence that supports the collaboration, such as event materials, stakeholders survey results, partner meeting minutes, or advisory board feedback. 2. A sample Memorandum of Understanding (MOU) or partnership agreement, if available, between the college/university and district or high school. If not available, description of the process under which a school/district leadership and CEP establish a partnership and the extent of the relationship. 	<ol style="list-style-type: none"> 1. Collaborations between partners can include but are not limited to: <ol style="list-style-type: none"> a. Academic/curriculum collaborations by discipline between post-secondary and secondary instructors to strengthen vertical alignment of curriculum from secondary to post-secondary. b. Regular informational meetings, advisory committees, and/or training sessions between post-secondary and secondary admin/counselors, including meeting agendas and minutes. c. Regular planning meetings between post-secondary liaisons and secondary admin/counselors to discuss course planning, adjunct education (grad school) & development, adjunct CE course assignments. d. End of course student survey and feedback to CE instructors and program administration to ensure fidelity of coursework in the CE courses. 2. Cooperative agreements (or MOUs) between partners are clear and meet the expectations of the policies within the partnering institutions outlining a clear scope of work, costs, data sharing, and the extent of the partnership. Secondary partners ensure involvement based on the agreed upon scope and extent of the work through administrative oversight of the agreement. agreed upon

		<p>scope and extent of the work through administrative oversight of the agreement.</p> <p>3. Coordinate with post-secondary partners/ liaisons to provide additional PD opportunities for secondary advisors, staff, and CE instructors, based on student performance and course pass/fail data.</p>
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Faculty Standards

	Postsecondary Accreditation Standards & Evidence	Examples of Secondary Best Practices
F1	<p><i>All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.</i></p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Description of the process and timeline for appointing, approving, or denying CE instructors, and how the process is publicized or made available to high school partners. 2. Listing of minimum instructor credentials by course or discipline and a description of the process by which those qualifications are established by the institution’s academic leadership. 3. Three completed samples of CE instructor applications, representing varied departments, that include documents required by the CEP (with secure information removed) and corresponding approval/appointment letters listing course/s for which instructor is approved. 	<ol style="list-style-type: none"> 1. Develop a secondary process for recommending qualified faculty based on post-secondary credentialing requirements and secondary expectations (professionalism, work ethic, collaboration skills, etc.). <ol style="list-style-type: none"> a. Ensure instructors meet the minimum credentials and track credentials of instructors. b. Collaborate with the post-secondary institution on a credentialing timeline. c. Develop process for any necessary extended leave for CE instructors. 2. Obtain annual secondary signature confirmation of CE instructor expectations. 3. Provide sample agreements/expectations or contract language from district that clarifies process and obligations for funding graduate school for HS teachers to earn CE/DE credentials.
F2	<p><i>Faculty Liaisons at college/university provide all new CE instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.</i></p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. For each discipline, a sample of course-specific training materials and agenda for new CE instructor training. 2. For each of these examples, a description written by the faculty liaison of how new instructors are trained. Include a description on how the materials provided for evidence are used. 3. Attendance tracking report documenting the date each new CE instructor received initial course-specific training. 	<ol style="list-style-type: none"> 1. Secondary administration ensures teacher availability to attend initial instructor training with post-secondary liaisons. (may include coordinating substitute teachers and/or stipends to attend training) 2. Secondary administration ensures compliance with course enrollment caps and equipment requirements. (maximum enrollment and computer access)
F3	<p><i>CE instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors’ pedagogy and breadth of knowledge in the discipline.</i></p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. An example from the professional development activities of each discipline, such as: seminar description and materials, event minutes, conference report, or individualized meeting summary. 	<ol style="list-style-type: none"> 1. Conduct regular CE instructor meetings/workshops as a secondary team to extend the vision of the program (best practices, schedule logistics, new pathways and course demand, goals and priorities, equity and access, HR and onboarding issues, etc.) 2. Track participation at secondary and post-secondary hosted meetings, trainings, and workshops

	<p>2. For each discipline a description of how the example of the CEP's annual professional development further enhances course-content and delivery knowledge and/or addresses research and development in the field. This description should include the format, delivery method, frequency, and an explanation of how annual professional development is distinct from new instructor training.</p> <p>3. Procedures and/or policy describing how the CEP ensures and tracks professional development participation, and follows up with those who do not attend. A tracking report documenting when each CE instructor most recently participated in annual professional development.</p>	<p>3. Secondary administration ensures teacher availability to attend necessary training with post-secondary partners. (may include coordinating substitute teachers and/or stipends to attend training)</p>
F4	<p><i>The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.</i></p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A comprehensive CE instructor procedures and practice guide. 2. A description of the CEP program administrative orientation for new instructors, including agenda, materials, and format. 3. A copy of the procedures for instructor non-compliance. If you have had a non-compliant instructor/s, please provide documentation of the process followed. 	<ol style="list-style-type: none"> 1. A handbook/expectations provided by the post-secondary or secondary institution outlining responsibilities for the scope of work performed by the CE instructors, responsibilities of administration, and oversight by the district. 2. Secondary administration ensures instructors have received post-secondary information and instruction needed to adhere to the expectations outlined in the partnership. The secondary partner supports every opportunity for the instructor to maintain compliance to the expectations of the post-secondary partner.

Assessment Standards

	Postsecondary Accreditation Standards & Evidence	Examples of Secondary Best Practices
A1	<p><i>The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.</i></p> <p><i>Required Evidence:</i></p> <ol style="list-style-type: none"> 1. A Statement of Equivalency written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate. 2. Paired student assessment tools from on-campus and concurrent enrollment sections – one paired example from each discipline for side-by-side comparisons (ex: final exam, lab exercise, essay assignment, or grading rubric). 	<ol style="list-style-type: none"> 1. Ensure that instructors are collaborating with their faculty liaisons for consistency of rigor, depth, content. 2. Ensure that CE course syllabi and assessments created by CE Instructors are submitted to post-secondary partner for review/approval, then archived. 3. Ensure that any common assessment is authentically completed and submitted as requested by the post-secondary partner.

Curriculum Standards

	Postsecondary Accreditation Standards & Evidence	Examples of Secondary Best Practices
C1	<p><i>Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.</i></p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A publicly available list of all courses offered through the CEP with 	<ol style="list-style-type: none"> 1. Incorporate CE courses delivered on the HS campus into the HS course catalog including matching course descriptions from the post-secondary course catalog. 2. Ensure that CE course catalog is easily accessible to parents, students, and CE faculty and staff and includes course number, name, credits

	<p>descriptions that are linked to the college/university course catalog.</p>	<p>(both college and high school credits), course weight, and course prerequisite(s).</p> <ol style="list-style-type: none"> For CE courses delivered on the post-secondary campus, ensure that the post-secondary course catalog or state equivalency guide is accessible to parents, students, and secondary staff.
<p>C2</p>	<p><i>The college/university ensures the CE courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.</i></p> <p>Required Evidence:</p> <ol style="list-style-type: none"> Paired syllabi from on campus and CE sections from one course per discipline, with the learning objectives highlighted. A Statement of Equivalency for each discipline written by each discipline’s faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate. 	<ol style="list-style-type: none"> Ensure that CE course syllabi are reviewed and confirmed by both secondary and post-secondary partners under advisement from the liaison prior to course start date. Review and catalog course syllabi to support the efforts of the college/university in meeting the requirements of the post-secondary dean’s or department heads’ required syllabus components. Review/discuss the post-secondary department (or discipline) Statement of Equivalency with CE instructors.
<p>C3</p>	<p><i>Faculty Liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.</i></p> <p>Required Evidence:</p> <ol style="list-style-type: none"> A description of what happens during a typical site visit and an explanation of how site visits are used to provide feedback from college/university faculty to CEP instructors. A description of how site visits are tracked by the CEP and an explanation of the CEP-defined site visit frequency of (1) first time instructors and (2) veteran instructors. Provide tracking documentation that lists the most recent site visit date for each instructor and the name of the site visitor and title. One site visit report representing each discipline performed by a faculty member with content knowledge of the discipline. 	<ol style="list-style-type: none"> CE administrator informs CE instructors about site visit logistics and supports post-secondary site visits to ensure that observations can be completed as scheduled. After site visits, CE administrator follows up to ensure faculty liaison feedback was understood and action items will be addressed, as needed.

Student Standards		
	Postsecondary Accreditation Standards & Evidence	Examples of Secondary Best Practices
S1	<p><i>Registration and transcripting policies and practices for CE students are consistent with those on campus.</i></p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Official letter from the college/university registrar verifying compliance with the standard. 2. Sample student transcript from the college/university with identifying information redacted. 3. Registration calendar(s) for concurrent enrollment, with explanations of any notable differences in registration, add/drop, and withdrawal timeframes compared with those for on-campus students. 	<ol style="list-style-type: none"> 1. Ensure that CE courses, final grades, and credits are recorded correctly on the high school transcript and in accordance to partnership timelines and agreements. 2. Ensure that the secondary student information system accurately incorporates CE courses and calculates GPA. 3. Provide secondary staff and CE instructors with CE planning resources, including registration guidelines, timelines, and key dates for drops, adds, and withdrawals. Adhere to CE add/drop/withdraw dates in accordance to partnership timelines and agreements.
S2	<p><i>The CEP has a process to ensure students meet the course prerequisites of the college/university.</i></p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Published outline of registration process and sample application provided to students and schools, including any prerequisites for each college/university course offered for concurrent enrollment. 2. Description of process used to verify that students meet prerequisites. 	<ol style="list-style-type: none"> 1. Incorporate CE courses, descriptions, credits, and prerequisites into high school course catalogs for CE courses delivered on high school campuses. Provide access to post-secondary course catalog for CE courses delivered on post-secondary campuses. 2. Confirm course prerequisites have been met prior to enrolling students in CE courses. 3. Provide assistance to CE students with post-secondary prerequisite compliance / registration process as needed.
S3	<p><i>CE students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.</i></p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Provide example materials addressing topics including, but not limited to: <ul style="list-style-type: none"> • College/university student conduct policies such as academic integrity, consequences of plagiarism, and academic dishonesty; • Advising issues such as college programs of study, prerequisites, pre-testing, course load, grading standards, and credit transferability; • Enrollment processes such as course cancellations and registration; • Legal rights under FERPA and ADA; and • Impact on future financial aid. 2. Description of the process of advising students, including format, delivery method, timeline, who conducts advising, and what info is provided. 	<ol style="list-style-type: none"> 1. Compile the following into a handbook or handout that is available to CE instructors, CE advisors, students and parents: <ol style="list-style-type: none"> a. college advising process b. timelines and expectations c. programs of study d. FERPA e. ADA f. impact to future financial aid g. student conduct and academic dishonesty h. academic assistance and student support services 2. Inform CE students and parents about the differences between secondary and post-secondary accommodations and services. 3. Confirm with students in need of accommodations that accessibility services intake has been completed and follow up before CE classes begin. 4. Identify students not able to successfully pass CE courses and clearly articulate future CE eligibility and impact to post-secondary status and financial aid.

S4	<p>The college/university provides, in conjunction with secondary partners, CE students with suitable access to learning resources and student support services.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A description and documented evidence of the learning resources available to CE students, and how they are informed. 2. A description and documented evidence of the student support services available to CE students, and how they are informed. 	<ol style="list-style-type: none"> 1. Ensure that CE students and parents are informed about post-secondary learning services and resources, as well as secondary supports and resources. 2. Ensure that CE students and parents are informed about post-secondary student support services and accommodations and how they differ from secondary student support services and accommodations.
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Evaluation Standards

	Postsecondary Accreditation Standards & Evidence	Examples of Secondary Best Practices
E1	<p><i>The college/university conducts end-of-term student course evaluations for each CE course to provide instructors with student feedback.</i></p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Survey instrument. If there is variation among departments, submit one sample of each type of evaluation instrument used. 2. Sample of an evaluation report that instructors receive regarding the college/university course. If there is variation among departments, submit one sample for each type of evaluation report used. 3. Description of process used to share student course evaluation results with CE instructors and faculty liaisons, as well as any follow-up actions that the CEP may take based on the results. 	<ol style="list-style-type: none"> 1. Recommend CE instructors and high school advisors remind CE students to complete the post-secondary course evaluation survey. 2. CE Administrator follows up with CE instructors to ensure the survey feedback was understood and action items are addressed as needed.
E2	<p><i>The college/university conducts and reports regular and ongoing evaluations of the CEP effectiveness and uses the results for continuous improvement.</i></p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Provide a detailed report describing a research study or set of evaluations that the CEP conducted within the last two academic years prior to applying. This report should include abstract, introduction, methodology, results, and discussion sections. Provide the research instrument, as appropriate. 2. Describe how the results and any improvement plans are being communicated with the college and school leadership, as well as how will the program continues to track whether the improvement plan is yielding beneficial results. 3. Describe the types and frequency of program evaluation methods used by the program to assess student success, impact on school partners and/or other program goals. 	<ol style="list-style-type: none"> 1. Provide support to the post-secondary partner in communicating with graduates by keeping and providing updated contact information. 2. Assist in the collection of credit transfer data by soliciting and sharing such information with the post-secondary partner. 3. Support 100% participation in surveys administered to secondary partners with the goal of providing feedback on the effectiveness of the CE program.