



National Concurrent Enrollment Partnership Standards

**Adopted April 2002
Revised December 2009**

Effective January 1, 2011

NACEP Concurrent Enrollment Partnership Standards

Overview

<p>About NACEP</p>	<p>NACEP is a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment. Established in 1999 in response to the dramatic increase in concurrent enrollment courses throughout the country, NACEP serves as a national accrediting body and supports all members by providing standards of excellence, research, communication, and advocacy.</p>
<p>Definition</p>	<p>Through Concurrent Enrollment Partnerships (CEPs), qualified students can earn college credit prior to high school graduation. Concurrent enrollment is sometimes identified by other terms such as “dual credit,” “dual enrollment,” or “college in the high schools.” While these terms encompass several different models of accelerated learning, NACEP defines a concurrent enrollment program as one that offers college courses to high school students:</p> <ul style="list-style-type: none"> ▪ In the high school, ▪ During the regular school day, ▪ Taught by high school teachers. <p>Such programs provide a direct connection between secondary and postsecondary institutions and an opportunity for collegial collaboration. Although concurrent enrollment programs may have some elements or characteristics of the programs stated below, concurrent enrollment is distinct from the following:</p> <ul style="list-style-type: none"> ▪ Programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer. ▪ Programs where college faculty travel to the high school to teach courses to the high school students. ▪ The College Board Advanced Placement Program and the International Baccalaureate Diploma Programme where standardized tests are used to assess students’ knowledge of a curriculum developed by a committee consisting of both college and high school faculty.
<p>Standards Purpose</p>	<p>NACEP’s <i>Standards</i> are measurable criteria that address quality in concurrent enrollment programs. The standards promote the implementation of policies and practices to ensure that:</p> <ul style="list-style-type: none"> ▪ Concurrent enrollment courses offered in the high school are the same as the courses offered on-campus at the sponsoring college or university; ▪ Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses; and ▪ Instructors teaching college or university courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution. <p>Additionally, the standards encourage greater accountability for concurrent enrollment programs through required impact studies, student surveys, and course and program evaluations.</p> <p>The standards are the basis for accreditation, but all concurrent enrollment programs can benefit by using the standards as a framework for program development.</p>
<p>Categories of Standard</p>	<ul style="list-style-type: none"> ▪ Curriculum (C) ▪ Faculty (F) ▪ Student (S) ▪ Assessment (A) ▪ Program Evaluation (E)

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Curriculum

Curriculum 1 (C1)	Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 2 (C2)	College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.
Curriculum 3 (C3)	Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.

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Faculty

Faculty 1 (F1)	CEP instructors are approved by the respective college/university departments and meet academic department requirements for teaching the college/university course.
Faculty 2 (F2)	The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.
Faculty 3 (F3)	The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research in the development in the field. The CEP ensures CEP instructor participation.
Faculty 4 (F4)	CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).

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Student

Student 1 (S1)	The college/university officially registers or admits CEP students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CEP on official college/university transcripts.
Student 2 (S2)	The CEP ensures its students meet the course prerequisites of the college/university.
Student 3 (S3)	The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.

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Assessment

Assessment 1 (A1)	CEP students are held to the same standards of achievement as those expected of students in on campus sections.
Assessment 2 (A2)	The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.
Assessment 3 (A3)	CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on campus sections.

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Program Evaluation

Evaluation 1 (E1)	The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.
Evaluation 2 (E2)	The CEP conducts an annual survey of CEP alumni who are one year out of high school. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
Evaluation 3 (E3)	The CEP conducts a survey of CEP alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
Evaluation 4 (E4)	The CEP conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.