



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

Starting the Conversation:
Strengthening the Concurrent Enrollment Faculty
Relationship for Student Success
March 13, 2018

advancing quality college courses for high school students

Presenters

- **Nathan Huseman, English Instructor,
Laramie County Community College, WY**
- **Dr. Betsy Desy, Professor of Biology
Emeritus, Southwest Minnesota State
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**Four Themes in
“starting the
conversation”**

- 1) Establishing roles of the CE high school teacher and college/university faculty liaison
- 2) Expectations of the high school teacher and faculty liaison
- 3) CE high school teacher / faculty liaison professional development: expectations and opportunities
- 4) Establishing rapport—mutual trust and respect

**Establishing the
role of CE teacher
and college or
university liaison**

- College/University Faculty Liaison roles
 - Assisting new CE high school teachers in transitioning from high school instructors to college instructors
 - Providing relevant information
 - Disciplinary expert
- CE High School Teacher role
 - Teaching disciplinary content and skills to students
 - Administering liaison-approved exams

**Establishing the
expectations of CE
teacher and liaison**

■ College/University Liaison is responsible for ensuring that CEP courses meet the same expectations, rigor, and academic excellence of on-campus courses including:

- Approving syllabus with explicit grading policy and other major academic policies
- Providing access to Department-approved materials
- Assessing student outcomes
- Providing professional development for CE high school teachers
- Clarifying who is ‘instructor of record’
- Determining and reporting final course grade

Establishing the expectations of CE teacher and liaison (con't)

- CE high school teacher must
 - submit syllabi (in approved format)
 - Provide summary of exam and quiz scores and examples of student assignments and grading rubrics
 - Provide evidence & self-reflection statements of how well students are learning disciplinary content and demonstrating competency in college-readiness skills such as critical thinking, written and oral communication, problem-solving and application of knowledge and skills to real-world settings.

Professional Development: Expectations and Opportunities

- **College/University Liaison Expectations**
 - Specify nature and number of professional development opportunities
 - Provide template for reporting on PD experiences
 - Reporting of PD for accreditation needs
- **CE High School Teacher Expectations**
 - Required to engage in PD every year
- **Opportunities**
 - CE teachers and liaisons to work collaboratively
 - Liaison to correlate PD to faculty needs or wants
 - College / university faculty to work with CE faculty

Establishing Rapport

- College/University Liaison and CE high school teacher form a partnership based on collegiality and collaboration
- Learn from one another
- Liaison should discuss with faculty intent of policies and procedures cited on required course syllabus



Questions?


Upcoming NACEP Webinars & Events:

March 19: NACEP Accreditation Mini-Series- Curriculum and Assessment Standards

March 22: Supporting Faculty Liaisons, A Partnership Model to Provide Quality Professional Development

April 18: Spring Accreditation Institute, Albuquerque, NM

April 30: NACEP Accreditation Mini-Series- Student Standards



SPURRING
GREAT IDEAS

SAVE THE DATE

2018 NACEP NATIONAL CONFERENCE
SAN ANTONIO, TEXAS

November 5-6, 2018

NACEP
MIDWEST REGIONAL CONFERENCE

HOSTED BY UNIVERSITY OF CINCINNATI

MAY 14-15, 2018