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# **National Concurrent Enrollment Partnership Standards**

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**Adopted April 2002  
Revised December 15, 2009**

**Effective January 1, 2011**

## NACEP Concurrent Enrollment Partnership Standards

### Overview

<p><b>About NACEP</b></p>	<p>The National Alliance of Concurrent Enrollment Partnerships (NACEP) works to ensure that college courses offered by high school teachers are as rigorous as courses offered on the sponsoring college campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. To advance the field and support our national network of members, we actively share the latest knowledge about best practices, research, and advocacy. Our annual conference is the premier destination for college officials, high school leaders, policymakers, and researchers interested in creating an effective academic bridge between high school and college.</p>
<p><b>Definition</b></p>	<p>NACEP defines concurrent enrollment as college-credit bearing courses taught to high school students by college-approved high school teachers. It is a low-cost, scalable model for bringing accelerated courses to students in urban, suburban, and rural high schools. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcribed college credit at the time they successfully pass the course.</p> <p>Concurrent enrollment also facilitates close collaboration between high school teachers and college faculty that fosters alignment of secondary and postsecondary curriculum.</p> <p>Sometimes called “dual credit,” “dual enrollment,” or “college in the high school,” concurrent enrollment partnerships differ from other models of dual enrollment because high school instructors teach the college courses.</p> <p>Although concurrent enrollment courses share some elements or characteristics of the programs below, concurrent enrollment differs in significant ways from the following:</p> <ul style="list-style-type: none"> <li>▪ Programs in which the high school student travels to the college campus or college faculty travel to the high school</li> <li>▪ Programs where the student takes a course from a college instructor via distance education</li> <li>▪ Articulation agreements where a college retroactively assigns credit for high school coursework upon matriculation</li> <li>▪ Advanced Placement and International Baccalaureate high school courses where standardized tests are used to assess students’ knowledge at the end of a course</li> </ul>
<p><b>Standards Purpose</b></p>	<p>NACEP’s <i>Standards</i> are measurable criteria that address quality in concurrent enrollment programs in the areas of curriculum, faculty, student, assessment, and program evaluation. The standards promote the implementation of policies and practices to ensure that:</p> <ul style="list-style-type: none"> <li>▪ College courses offered in the high school are of the same quality and rigor as the courses offered on-campus at the sponsoring college or university;</li> <li>▪ Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses;</li> <li>▪ Instructors teaching college courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution and are provided discipline-specific professional development; and</li> <li>▪ Concurrent enrollment programs display greater accountability through required impact studies, student surveys, and course and program evaluations.</li> </ul> <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>

## NACEP Concurrent Enrollment Partnership Standards

### Curriculum

<b>Curriculum 1 (C1)</b>	Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
<b>Curriculum 2 (C2)</b>	College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.
<b>Curriculum 3 (C3)</b>	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

<b>Faculty 1 (F1)</b>	CEP instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.
<b>Faculty 2 (F2)</b>	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.
<b>Faculty 3 (F3)</b>	The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation.
<b>Faculty 4 (F4)</b>	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

<b>Student 1 (S1)</b>	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.
<b>Student 2 (S2)</b>	The CEP ensures its students meet the course prerequisites of the college/university.
<b>Student 3 (S3)</b>	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

<b>Assessment 1 (A1)</b>	CEP students are held to the same standards of achievement as those expected of students in on campus sections.
<b>Assessment 2 (A2)</b>	The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.
<b>Assessment 3 (A3)</b>	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

<b>Evaluation 1 (E1)</b>	The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.
<b>Evaluation 2 (E2)</b>	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.
<b>Evaluation 3 (E3)</b>	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.
<b>Evaluation 4 (E4)</b>	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.