A-State Concurrent Enrollment Program

Concurrent Faculty Liaison Handbook

Arkansas State University-Jonesboro
Standards Adopted from the:

National Alliance of Concurrent Enrollment Partnerships (NACEP)
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www.nacep.org

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Acknowledgement

“We make a living by what we get, we make a life by what we give.” — Winston Churchill

Thank you for the expertise, guidance, and inspiration you provide our high school concurrent faculty through the role of academic faculty liaison. By assisting our concurrent faculty in developing and delivering a rigorous and effective college curriculum, you are shaping a better prepared college freshman for Arkansas State University.

Please accept my deepest gratitude for your service to the A-State Concurrent Enrollment Program.

Barbara Doyle
Director, Concurrent Enrollment Program
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Arkansas State University

Concurrent Enrollment Program

Introduction

The Concurrent Enrollment Program (CEP) at Arkansas State University is jointly managed by the Offices Academic Affairs and Research and by the A-State academic colleges and departments that offer the specific courses. The Concurrent Enrollment Program staff primarily manages the administrative functions of the CEP while the colleges and departments manage the academic functions.

CEP standards are set by governing laws of the State of Arkansas, directives of the Arkansas Higher Education Coordinating Board (AHECB), Higher Learning Commission (HLC) accreditation requirements, and the National Alliance of Concurrent Enrollment Partnerships (NACEP).

NACEP accreditation requires compliance with five standards:

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

Faculty Standards
- CEP instructors are approved by the respective college/university academic department and meet the academic department’s requirements for teaching the college/university courses as well as HLC standards.
- 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.
- 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.
- 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).
**Student Standards**

- 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.
- The CEP ensures its students meet the course prerequisites of the college/university.
- The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.

**Evaluation Standards**

- The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.
- 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.
- 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.
- 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.

**Assessment Standards**

- CEP students are held to the same standards of achievement as those expected of students in on campus sections.
- The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.
- CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections.
What is a Concurrent Course?

NACEP defines **concurrent enrollment** as college-credit bearing courses taught to high school students by college-approved high school teachers. While A-State offers other dual enrollment opportunities (online courses, college faculty instruction, etc.), the NACEP definition is used exclusively to identify courses as concurrent courses.

Concurrent Courses Offered through Arkansas State University

A-State academic departments are the owners of all academic courses including concurrent sections of these courses. The decision to offer concurrent courses is dependent upon the availability of qualified faculty at participating high schools. Any freshman or sophomore undergraduate course offered by Arkansas State University that meets the guidelines provided by the Arkansas Department of Higher Education may be provided for concurrent credit, where qualified instructors and appropriate classroom facilities or distant instructional technology exists.

Concurrent Course Policies

Concurrent faculty members and students must follow policies of their high school and A-State. Should an A-State and high school policy differ, the policy of greater rigor should take precedence. In cases of academic standards, the A-State policies should prevail. In particular, the policies that guide grading, attendance, and academic integrity should be in accord with those applied to on-campus courses and students. For an in depth discussion of university policies, consult the following sources:

- Undergraduate Bulletin [http://www.astate.edu/a/registrar/students/bulletins/index.dot](http://www.astate.edu/a/registrar/students/bulletins/index.dot)
- Faculty Handbook [http://www.astate.edu/a/academic-affairs-and-research/faculty-info/orientation/Faculty+Handbook+03-08-2013+(3).pdf](http://www.astate.edu/a/academic-affairs-and-research/faculty-info/orientation/Faculty+Handbook+03-08-2013+(3).pdf)

Concurrent Faculty Expectations

Concurrent faculty members are contracted employees of their respective school districts. As such, concurrent faculty are not considered A-State adjunct faculty members; however, resources for assistance in teaching concurrent courses is readily available to concurrent faculty members. As an instructor of an A-State course, faculty requirements for course content, delivery, and assessment are enforced.

Course Content

All concurrent courses are officially Arkansas State University courses, which are developed by department faculty, approved by the various levels of curriculum oversight committees (and
general education committees, if required), and finally approved by ADHE to be considered a valid, transferable course. There is no distinction made between the on-campus course and the concurrent credit course in course title, course number, course description, or learning outcomes. As such, each concurrent course curriculum must meet the same rigor and content as the corresponding on-campus course. An academic department liaison is assigned for each concurrent course offered. This faculty liaison is responsible for mentoring and monitoring the instructor and curriculum of the concurrent course through professional development sessions and site visits. The academic department liaison and the Director of the Concurrent Enrollment Program must verify that concurrent courses are in fact replicas of the university course.

**Curriculum Content**

- Concurrent courses must include instruction for meeting all student learning outcomes and departmental course content guidelines.

- Concurrent courses may be offered as blended concurrent credit/Advanced Placement courses. ADHE guidelines require that these merged courses meet all the requirements of the concurrent course. AP guidelines require that blended course syllabi must include the AP course guidelines. The blended syllabus must be presented to College Board AP Course Audit for approval. Documentation of this approval must be on file at the school district. The blended concurrent credit/AP course must be approved by through the syllabus review procedures. All students enrolled in blended concurrent credit / AP courses are required to take the AP exam. High schools must document AP scores and the data provided to the university upon request. (AHECB Policy 5.16 – Concurrent Enrollment; Effective Spring 2015)

**Concurrent Faculty Credentials**

High school faculty who serve as concurrent instructors are a vital element for student academic success. These faculty members are the face of A-State on the high school campuses. They help students achieve early access to a college degree while experiencing the academic rigor and content of a true college course under the watchful eye of their high school teacher. A-State is proud of the contributions of our concurrent faculty members.

**Qualifications**

- Minimum qualifications for concurrent faculty are established by the Arkansas Department of Higher Education and the Higher Learning Commission (HLC). These accrediting bodies require faculty who teach concurrent courses to have a Master’s degree with at least 18 graduate credit hours in the subject area being instructed. Concurrent faculty, who are under contract with a school district as a teacher, will not be considered an adjunct faculty member of Arkansas State University.

- Concurrent faculty who teach A-State concurrent courses on a high school campus may be subject to a criminal background check by the high school and by A-State.
• Concurrent faculty must be approved by the chair of the A-State academic department that is offering the course. Approval is documented through the Instructor Credential form which is distributed to the appropriate department chair by A-State’s Concurrent Enrollment Program Director. An official transcript and curriculum vitae or résumé must accompany the form. Once approved, the concurrent faculty will remain eligible to teach for A-State’s Concurrent Enrollment Program unless the instructor’s status changes or teaching performance issues are found. Academic departments may decide to rotate concurrent courses between two or more qualified concurrent faculty in one school district from year to year.

• Concurrent faculty are required to participate in professional development activities, training and orientation sessions presented by the Concurrent Enrollment Program and/or the academic departments.

• Concurrent faculty may receive operational directives from the Arkansas State University Faculty Handbook, as necessary, relating to concurrent enrollment.

**Concurrent Instructor Hiring Process**

Arkansas State University signs an annual partnership agreement with cooperating school districts. As part of this agreement, the high school principal, high school counselor, and the Concurrent Enrollment Program Director determine concurrent course offerings for the academic year based on the existing faculty credentials, available teaching resources, and student needs.

A-State is accredited through the Higher Learning Commission. HLC requires a Master’s degree in the discipline or a Master’s degree with 18 credit hours in the course discipline. High school teachers meeting these HLC credentials then complete the application process to become A-State Concurrent Enrollment Program instructor.

• The CEP Application form is completed and submitted to the Director of the Concurrent Enrollment Program. A curriculum vita or professional resume must be submitted with the application form. Official graduate transcripts for all graduate courses completed at all institutions must also be submitted with the application.

• After initial review, the Director of the Concurrent Enrollment Program then forwards the application documents to the chair of the academic department for review. Upon approval, the application is forwarded to the college dean for approval. In instances of denial of faculty credentials, the CEP Director and the academic department chair meet to discuss the necessary coursework that must be completed to gain the department’s faculty credential.

• The applicant is then notified of acceptance or denial of A-State teaching credentials. New faculty orientation dates are set and assignment to a faculty liaison is completed.

• New faculty are required to complete the necessary paperwork to gain access to A-State Learning Management System and other A-State teaching resources.
The Role of the Faculty Liaison

Faculty liaisons serve as mentors and monitors for the A-State Concurrent Enrollment Program courses. Appointed by the Department Chair, the faculty liaison is responsible for assuring that concurrent courses meet the content and rigor of the corresponding college course. Concurrent courses are simply another section of the faculty approved college course. The liaison is the important link between our high school partners and the university community.

Faculty Liaison Appointment & Compensation
Concurrent courses are typically monitored by the department chair as part of their contracted assignments when only one section is offered. As section offerings increase or become overly burdensome for the department chair, the Concurrent Enrollment Program will offer a stipend to a faculty member from the department to serve as faculty liaison. Stipends are paid per semester based on academic rank and concurrent load using the following scale:

- Instructor - $2000
- Assistant/Associate Professor - $2100
- Professor - $2200

Liaisons monitoring more than four sections of a course are provided an additional $500 compensation for the extended load.

Faculty Liaison Monitoring & Mentoring Responsibilities

Syllabus

- Concurrent faculty are required to submit the course syllabus to the faculty liaison for review prior to beginning of each semester. University faculty and/or the concurrent course facilitator review the CEP faculty course materials each semester to monitor and assure academic standards for curriculum content and academic rigor are upheld.

- Syllabi requirements are included in annual professional development sessions, and templates are provided by most departments. Additional questions can be directed to the faculty liaison or the Director of the Concurrent Enrollment Program.

- Syllabus format: Instructors should follow the syllabus guidelines required by the A-State academic department that administers the course. The syllabus will include textbooks, resources, student learning outcomes, assignments and assessments that are equivalent to those of on-campus courses. Concurrent instructors will publish their policies in their course syllabi and are encouraged to make them known orally in class.
• Syllabi must include required A-State Policies as outlined by Assessment Services directives for syllabi content. (http://www.astate.edu/a/assessment/index.dot)

• Following liaison approval of the syllabus, the concurrent faculty member is responsible for uploading the course syllabus to the A-State Syllabi Repository for review by Assessment Services. (http://www.astate.edu/a/assessment/index.dot)

• Current faculty MUST adhere to the submitted syllabus and assure the desired student learning outcomes are addressed through classroom instruction, activities, and assessments.

Rosters

• Concurrent course enrollment must be documented with the Arkansas Department of Higher Education by the 11th day of classes. Concurrent faculty MUST certify an accurate course roster by the 11th day of classes. The official course roster is only available through Banner Self-Service. Please be advised that rosters provided on Blackboard are NOT considered official rosters and should not be used to document student enrollment. It is imperative that the official rosters be downloaded from Banner Self-Service early during the first few days of class and the high school counselor and/or the Director of the Concurrent Enrollment Program notified of any discrepancies.

• Concurrent faculty MUST provide an example of a quiz, test, and writing prompt (if used) completed in the course that mirrors a quiz, test, and writing prompt (if used) in the corresponding on-campus course.

Grading

• Grading scales for both the high school and college course MUST be consistent. While assignments and tests values may vary, the corresponding A-State course grading scale must be employed. A-State uses a 4-point system and descriptions of each level of work is available in the A-State Undergraduate Bulletin. (http://www.astate.edu/a/registrar/)

• Mid-term grades play a vital role in assuring student success. Concurrent faculty should monitor course grades closely and take action immediately if a student is struggling in the course. Intervention strategies for struggling students are provided in the “Early Alert” section of this handbook. Mid-term grades provide an opportunity for both students and parents to gauge student performance and take the necessary steps to improve grades or drop the course.

• The final grade for concurrent courses should match the final grade assigned on the high school transcript; although no specific regulations mandate this match. Semester date variations often impact grade differences, but concurrent faculty are encouraged to be
consistent in assigning grades for both the high school and college course to avoid student and parental confusion.

- Concurrent faculty are bound by both mid-term and final grading deadlines. The published A-State calendar provides specific due dates and times for each semester. Academic calendars are posted on the A-State Registrar’s webpage. (http://www.astate.edu/a/registrar/)

**Assessment and Evaluation**

**Course Assessment**
All A-State courses must include an assessment of course learning outcomes. Each department develops a required assessment instrument for use all sections of each course. Concurrent students must complete these required assessments for each course. Some departments use a standardized uploading system for assessment, while other departments imbed questions within the course tests or quizzes. The faculty liaisons will notify and mentor concurrent faculty in the completion of the course assessment. Assessment results are tabulated by the various departments and made available to the concurrent faculty via the Director of the Concurrent Enrollment Program.

**Course Evaluations**
Course evaluations are conducted at the end of each academic semester. Academic departments are responsible for developing and conducting course evaluations for all A-State courses including concurrent courses. Students are provided the course evaluation link by the academic departments several weeks before the end of each semester. The anonymous evaluations are reviewed by the respective A-State academic department chair and the Director of the A-State Concurrent Enrollment Program at the conclusion of final exams. Student evaluation results are provided via email link to the instructors and shared with high school principals. Questions may be directed to the Director of the Concurrent Enrollment Program.

**Site Visits**
Faculty liaisons must complete a site-visit to the concurrent instructor’s classroom each semester. Observations should include monitoring of NACEP standards, content and rigor of course, and teaching delivery methods. A signed (both facilitator and instructor) and dated form is required for documentation. Scheduling for site visits should be completing by the mid-term of the semester to allow for appropriate interventions as needed. (Form provided by Director of Concurrent Enrollment Program)
Submission of Documents
Faculty liaisons are responsible for submitting the following documentation at the end of each semester:

- Concurrent Enrollment Program Orientation documentation for new instructors, if applicable, including dated agenda and copy of any handouts provided for orientation.
- Annual Discipline Specific Training dated agenda and copy of materials/handouts provided.
- Course syllabi for each concurrent course from each concurrent instructor.
- Comparable course syllabi from an on-campus section of the course.
- An example of a test, quiz, or writing prompt for each concurrent course from each instructor.
- Comparable test, quiz, or writing prompt for an on-campus section of the course.
- Copy of course evaluation instrument.
- Course assessment document and results.