The National Alliance of Concurrent Enrollment Partnerships (NACEP) announced today that it granted national accreditation to concurrent enrollment programs offered by 12 colleges and universities that provide college credit-bearing courses to high school students taught by college-approved high school teachers. As the only national set of quality standards applicable to concurrent enrollment partnerships, NACEP's standards serve as the model criteria for ensuring that the course content and expectations for student work in high schools match the standards of the sponsoring college or university.

Concurrent enrollment programs at the following colleges earned initial accreditation or reaccreditation:

**INDIANA**
- Ball State University

**IOWA**
- Iowa Lakes Community College

**KENTUCKY**
- Owensboro Community and Technical College

**MINNESOTA**
- Mesabi Range Community and Technical College*

**MISSOURI**
- Central Methodist University
- Missouri Baptist University*
- Northwest Missouri State University
- Saint Louis University
- University of Missouri Kansas City*

**NEBRASKA**
- Nebraska Wesleyan University*

**NEW YORK**
- Corning Community College*
- Erie Community College*

NACEP Accreditation Commission Chair Jaclyn Dumond, Manager of School Partnerships at the University of Southern Indiana, remarked: “I am proud to recognize these twelve programs for their commitment to excellence in concurrent enrollment. Although the accreditation peer-review process is rigorous, these programs have risen to NACEP’s high standards and demonstrated that the high school students enrolled in their programs are, without a doubt, receiving the same quality education as they would receive on the college campus.”
Dr. Rusty Monhollon, Assistant Commissioner for Academic Affairs at the Missouri Department of Higher Education, stated: "Missouri has a rich history of providing dual credit. One of NACEP's founding members, St. Louis University, has been providing dual credit since 1959 and is the second oldest program in the country. We are extremely proud that St. Louis University and four other programs in Missouri have earned NACEP accreditation. Missouri's dual credit policy reflects a commitment to high quality and integrity, and there's no better way to ensure that a program is abiding by these principles than to earn NACEP accreditation."

To earn accreditation from NACEP, concurrent enrollment programs conduct a self-study, document how their programs adhere to NACEP's seventeen standards, and undergo a rigorous peer-review process conducted by reviewers from NACEP-accredited programs. NACEP's standards were developed and refined over many years, serve as a model for quality standards in sixteen states, and are implemented by a wide range of higher education institutions.

The NACEP Accreditation Commission manages NACEP's accreditation process, reviews Peer Review Team reports and makes accreditation decisions. NACEP-accredited programs recently elected Selena Grace of Idaho State University to join the Commission as a Four-year Postsecondary Institutional Representative. NACEP also announces the appointment of Ms. Robie Cornelious as the External Member of the Commission, a position that is charged with representing the public interest. Ms. Cornelious, a high school mathematics teacher from Jacksonville, Florida, brings the secondary school perspective, thanks to her many years of experience with concurrent enrollment and other high school acceleration mechanisms.

The full listing of 97 programs nationwide currently accredited by NACEP can be found at: http://nacep.org/docs/accreditation/NACEPAccreditedPrograms.pdf.

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**About the National Alliance of Concurrent Enrollment Partnerships:** NACEP works to ensure that college courses offered in high schools 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 322 colleges and universities, 35 high schools and school districts, and 20 state agency and system office partners, we actively share the latest knowledge about best practices, research, and advocacy. Our annual conference in Denver, Colorado on October 25-27, 2015, will once again be the premier destination for college officials, high school leaders, policymakers, and researchers interested in creating an effective academic bridge between high school and college.
Faculty Council of Community Colleges

Guidelines for Concurrent Enrollment Best Practices

Concurrent enrollment courses are generally defined as courses taught in a high school, by a high school teacher, and for which students earn credit at both their high school and a college or university. As stated by NACEP, the National Alliance of Concurrent Enrollment Partnerships, these courses can become an important gateway to college for many rural students, who are less likely to enter college than urban students, and can offer the possibility for increased professional development for the teachers (www.nacep.org). Concurrent enrollment programs have also become an important part of the enrollment picture for many community colleges. However, the quality of these programs can vary widely, which impacts not only the students' experience but also the acceptance of concurrent enrollment credits at many universities. Even at the granting institution, these courses are often looked at with skepticism. The following guidelines are offered as best practices that can help ensure a quality educational experience for the students and can increase the chances of the courses being accepted for transfer when the high school student enters college.

- High school teachers must possess the same qualifications as adjunct instructors for the college, and the host collegiate department must approve the acceptance of high school teachers as concurrent enrollment teachers.
- The college faculty liaison must perform a site visit of the high school course at least once a year for a minimum of the first three years that the instructor is teaching the course. The results of the site visit will be shared with the high school instructor for professional development purposes.
- Students enrolled in the course must meet the same pre-requisites as students enrolled in the course at the college.
- High school course information sheets must follow the same requirements as the college’s course information sheets and be given to the college faculty liaison for review.
- All college course objectives must be met.
- Textbooks must be the same or an equivalent and must be approved by the college department and/or college faculty liaison.
- All course teaching materials must be comparable (computer software, technology, etc.) including the use or non-use of an online component.
- Course teaching materials (tests, project guidelines, etc.) must be reviewed by the college faculty liaison.
- Concurrently enrolled students are expected to complete the departmental assignments and major assessments required of all other college students for the same course.
- Grading policies must be clearly articulated. If the high school grade will be calculated differently from the college grade, these differences must be clearly documented and conveyed to the students.
- Final grade records must be retained by the college according to State regulations.
• A Concurrent Enrollment officer must be designated as the point person for college liaisons, high school teachers, high school counselors, and parents. All should be well informed of policies and procedures and general information regarding concurrent enrollment.

• Professional development activities should be offered to the high school teachers

**Reference Middle States Standard 13:**

**Branch Campuses, Additional Locations, And Other Instructional Sites**

(Including Business/Corporate Locations and Study Abroad) Educational offerings at branch campuses, additional locations, or other instructional sites—including study abroad locations and business/corporate locations—may extend learning opportunities to a variety of populations, some of which are not otherwise served by the institution. Programs so delivered should meet standards comparable to those of other institutional offerings.

**Fundamental Elements of Branches, Additional Locations, and Other Instructional Sites**

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- offerings at branch campuses, additional locations, and other instructional sites (including study abroad locations and programs offered at business/corporate sites) that meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings;

- activities and offerings at other locations meet all appropriate standards, including those related to learning outcomes;

- adequate and appropriate support services; and

- periodic assessment of the impact of branch campuses, additional locations, and other instructional sites on the institution’s resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals.

**Reference Middle States Requirements of Affiliation #9:**

The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

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1 A discipline-specific liaison should be appointed for each subject area.

2 Course information sheets/syllabus/course outline