

MAINE COMMUNITY COLLEGE SYSTEM

ACADEMIC AFFAIRS Section 311

SUBJECT: DUAL AND CONCURRENT ENROLLMENT PROGRAMS

PURPOSE: To establish criteria for awarding credit to high school students in dual and concurrent enrollment programs

A. Purpose

The purpose of this policy is to establish rules for dual and concurrent enrollment programs.

B. Definitions

1. **Dual Enrollment (DEP)** is a program that allows high school students (usually sophomores, juniors, and seniors) to enroll in college courses for credit prior to high school graduation. College credits earned through dual enrollment can be simultaneously applied toward high school and college graduation and can be transferred to other colleges or universities. Dual enrollment students travel to the college campus, or a satellite location, to take courses with other college students in a heterogeneous environment.
2. **Concurrent Enrollment Program (CEP):** Concurrent enrollment refers to a program in which students earn both high school and college credit for college approved courses which are normally offered at the high school site and taught by college-approved high school instructors during the regular high school day. A concurrent enrollment course at the high school uses the same syllabi and curriculum, and equivalent textbook and assessment/tests as other sections of the same course and which have been approved by the department chair of the College.

C. Program Limitations

The percentage of a degree program offered through concurrent enrollment must be less than half time. Students enrolled in dual or CEP courses may not enroll at a rate greater than full-time in an academic year, i.e. ≤ 30 credits.

D. Course Equivalency

In an effort to ensure the equivalency of concurrent enrollment courses, the MCCS will adhere to best practices:

1. Courses administered through a CEP are catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits. Courses will use the same curriculum, textbook, and assessments.
2. High school courses administered through a CEP will reflect the pedagogical, theoretical and philosophical orientation of the college department.

E. Student Qualifications

To qualify for enrollment in a DEP or CEP course, a student must:

1. Be a high school junior or senior enrolled in a public or publicly-funded high school, or be enrolled in an approved public or publicly-funded high school completion or approved home school program; individual colleges may waive these requirements and allow otherwise qualified students to participate.
2. Have a minimum high school grade average of at least B; individual colleges may waive this requirement in special circumstances.
3. Obtain all necessary high school, parental and other appropriate approvals.
4. Satisfy all pre- and co-requisites for the course in which the student seeks to enroll.
5. Satisfy all other reasonable requirements imposed by the enrolling college.

F. Additional Terms of Enrollment

1. DEP and CEP students will be officially registered/admitted as non-matriculated students of the college and courses administered through these programs will be recorded on official college transcripts.
2. Students enrolled in DEP or CEP courses who never attend will be dropped.
3. Students who do not successfully complete a DEP or CEP course cannot repeat that course while in either program or register for additional DEP or CEP courses.

G. Faculty Selection, Orientation, and Evaluation

1. CEP instructors will be selected, supervised, and evaluated by the respective college academic department and meet the academic department's requirements for teaching the college course.
2. New CEP instructors will participate in discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to that instructor teaching the course, e.g. instructors will be required and able to enter grades directly into the student information system.
3. CEP instructors will be evaluated by students using the end-of-term course evaluation protocol at each college and will receive an evaluation visit during the instructional period of the course, i.e. a semester or an academic year.
4. Instructors teaching CEP courses will be expected to participate in student learning outcome assessment activities.

H. College Administrative Responsibilities

The college will:

1. Select, supervise, and evaluate CEP instructors.
2. Conduct an evaluation visit during the instructional period of the course.
3. Consult, mentor, and evaluate the CEP instructor as it would an adjunct faculty on campus.
4. Provide CEP students and instructors with access to the college Portal, online and face-to-face resources, and academic support services commensurate with those available to and expected of students and instructors who are located on the campus of the sponsoring college.
5. Code students in Jenzabar based on MCCS coding conventions: Add a degree history row with a non-degree-seeking major of HSSTU. When the student graduates from high school and enrolls as a degree-seeking student, the college would add a degree history row with a different major.

I. Forms

The forms attached as A-1 (Concurrent/Dual Enrollment Course Agreement) and A-2 (Concurrent Enrollment-Faculty Visit Report) shall be used in the implementation of this policy.

REFERENCES: National Alliance of Concurrent Enrollment Programs (NACEP)
Standards and Best Practices

DATE ADOPTED: April 27, 2016

DATE(S) AMENDED: November 16, 2016

Concurrent/Dual Enrollment Course Agreement

Statement of Purpose

The intent of this agreement is to provide a mechanism that will enable students enrolled in a college course at [HIGH SCHOOL NAME] to earn college credits from [MCCS CAMPUS NAME]. With this agreement, the institution named above is committed to providing students with a sequence of learning experiences and facilitating a smooth transition for students as they progress from one level of learning to the next. Since college credit is awarded, it is the expectation that concurrent/dual enrollment courses will mirror courses offered on the College campus to the highest extent possible, especially in the areas of academic rigor and instructor qualifications.

Responsibilities of each Institution

Instructor Selection

The high school/CTE will forward to the College resume(s) of recommended instructor(s). The instructor is required to meet the minimum qualifications for teaching the same course on the College's home campus. In some disciplines a specific degree is required, while in other disciplines years of experience will suffice.

The College will review instructor resume(s) put forth by the high school/CTE to select the instructor. The College is responsible for instructor selection, supervision and evaluation.

Curriculum

The concurrent/dual enrollment course will follow the curriculum provided by the College. This includes using the same textbook and/or other course materials, syllabus and assessments that are used when the course is taught on the College campus.

The College will provide the course curriculum to the high school/CTE. This includes information about textbooks and other course materials, a syllabus and assessments.

Visit

The high school/CTE agrees to allow the College department chairperson to visit the high school/CTE at least once during the semester in which the course is being delivered. In rare instances when the department chair is unavailable, the College will send a representative. The department chairperson/representative will meet with the instructor and students and may request to sit-in on the class. The purpose of the visit is to review course curriculum, assessments and other standards to ensure the same academic rigor is being upheld as if the course were being delivered on the College campus.

College Policies/Practices

The high school/CTE/instructor agrees to follow College policies. Such policies include course registration deadlines, student financial policies/deadlines, and course grading procedures. In the likely event that the high school/CTE and College calendars do not align, guidance will be communicated ahead of time by the College if policies/deadlines are to be adjusted.

Concurrent Enrollment

Faculty Visit Report

High School _____

Date of Visit _____

Program/Department _____

Course(s) Reviewed _____

Names of Faculty Interviewed _____

Names of Students Interviewed _____

(at least 3) _____

As a result of my visit, I verify that the above course(s) are being delivered in accordance with
the Concurrent Enrollment Agreement.

Faculty Signature

Date