



CONCURRENT FACULTY LIAISON AGREEMENT

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CEP PROGRAM PROFILE

The Concurrent Enrollment Program (CEP) at Sussex County Community College is a cooperative program between the College and area high schools. It provides high school students the opportunity to enroll in Sussex college courses offered at their high school and earn both high school and college credit.

Concurrent Faculty Liaison Definition

The Concurrent Faculty Liaison is a faculty member at Sussex County Community College (SCCC) who provides concurrent enrollment instructors with initial training, site visits, and annual professional development. The faculty liaison has supervision over academic programs to confirm the quality and success of the courses at Sussex. This includes review of concurrent enrollment instructors' credentials, curriculum alignment, academic advances, academic outcomes, syllabus review, grading policy and standards, as well as learning assessment. Concurrent Faculty Liaisons are selected by his/her academic discipline.

Concurrent Faculty Liaison Responsibilities

The responsibilities of the Concurrent Faculty Liaison bridge the approval process, orientation and training, observation and course evaluation, and ongoing mentorship.

New Instructor Approval

- The concurrent enrollment coordinator is responsible for gathering required documents necessary for review and approval of new concurrent enrollment instructors.
- The Concurrent Faculty Liaison will work with new concurrent enrollment instructors to ensure concurrent enrollment classes and instruction reflect the College's and academic department's pedagogical, theoretical, and philosophical orientation.
- Concurrent Faculty Liaison then conduct classroom observations and/or interviews and make recommendation for approval, provisional approval, or denial for potential instructors.
- Final concurrent enrollment instructor approval is granted by the appropriate academic Dean and department.

Instructor Orientation and Training

- The Faculty Liaison coordinates with the department chair to plan, deliver and document Course Orientation Training for new instructors.
- Faculty Liaisons introduce instructors to course philosophy and competencies and assist with the implementation of curriculum, pedagogy, and assessments.
- Faculty Liaisons supply instructors with current sample syllabi, desk copies of current textbooks, sample exams, and other course materials.
- Faculty Liaisons ensure instructors are included in department correspondence, listserv(s), academic notices, and general information.
- Faculty Liaisons conduct annual professional development workshops on course integrity, grading standards, course pedagogy, theory and philosophy, and other appropriate topics in the content area. Instructors are required to attend at least one half-day of professional development activity each year.
- Faculty Liaisons submit Annual Professional Development forms including the agenda and workshop materials for all professional development activities provided for concurrent enrollment instructors.
- Faculty Liaisons visit high school instructors on-site the first year of approval and at least every three years following the initial visit and/or work with instructors in on-campus department meetings. (These visits are support-oriented and are not for classroom observation.)
- Faculty Liaisons assist CEP instructors and students with tours when instructors and/or students visit campus.
- Faculty Liaisons give presentations to incoming CEP students and discuss the college experience with high school students.

Classroom Observation and Course Evaluation

Faculty liaisons will contact CEP instructors to arrange for classroom observation, periodically.

- Faculty Liaisons evaluate the rigor of the course to meet the expectations of the College.
- Faculty Liaisons coordinate with the department chair in guiding CEP instructors on assessment of general education learning competencies.
- Faculty Liaisons collect and review syllabi and complete the Syllabus Review Form for each course they oversee.
- Faculty Liaisons submit liaison report forms for each assigned instructor to the CEP, immediate supervisor, and high school instructor.
- Faculty Liaisons review course evaluations submitted by the students and provide feedback to CEP instructors.
- Faculty Liaisons will address any concerns identified via the classroom observations or course evaluations and proceed to implement the noncompliance policy.
- Faculty liaisons conduct classroom observations periodically. Observations are conducted a minimum of once every three years.
- Classroom observations are documented using the Classroom Observation Summary form to provide instructors with feedback to continually improve the classroom experience for CEP students.
- Faculty Liaisons complete classroom observation reports for each visit and submit them to the CEP Coordinator.
- Faculty Liaison communication with instructors is documented (dates, mode of communication, details) in a Course Oversight Form, which should be submitted at the end of the term to cover all communication that may take place.
- Fall Classroom Observation Forms and Course Oversight Forms are due by January 31st.
- Full year and spring Classroom Observation Forms and Course Oversight Forms are due by June 30th.

Ongoing Mentorship

- The Faculty Liaison communicates department-specific information to CEP instructors a minimum of once per semester via email or phone.
- The Faculty Liaison includes CEP instructors in all relevant department correspondence, listservs, academic notices, and general information.
- The Faculty Liaison provides sample materials such as current syllabi, exams, textbook desk copies and other course materials to ensure a congruent classroom experience.

NACEP

The **National Alliance of Concurrent Enrollment Partnerships** (NACEP) is at the intersection of college and high school, advancing quality college courses for high school students. We are the only national organization supporting programs, practitioners, and policy to advance concurrent and dual enrollment programs.



ENSURING PROGRAM QUALITY:

NACEP works to ensure that college courses offered by high school teachers are as rigorous as courses offered on the 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.

SUPPORTING PRACTITIONERS AND THE FIELD:

NACEP advances the field and supports our national network of secondary, postsecondary, state agency, and partner members by being the singular source for national best practices, research, and advocacy. We share and advance knowledge through national, regional, and state-level convenings, federal policy seminars, topical webinars, published resources, and specialized technical assistance. Our annual national and regional conferences are the premier destination for college officials, high school leaders, policymakers, and researchers interested in creating an effective academic bridge between high school and college.

ADVANCING IMPACTFUL POLICY:

NACEP believes that good policy supports good practice, and good policy is evidence-informed. We leverage our organizational and membership experience and expertise to advise and advance policy informed by research, evaluation, data, and the voice of the field. We work to advance informed and inclusive state and federal policy impacting concurrent and dual enrollment. We see evidence-informed policy work as critical to ensure program quality and improve equity in program access and student engagement.

<http://www.nacep.org/about-nacep/who-we-are/>