



**NEW CONCURRENT ENROLLMENT  
INSTRUCTOR GUIDE**

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## About the National Alliance of Concurrent Enrollment Partnerships (NACEP)

Learn more about NACEP: [nacep.org](http://nacep.org)

View NACEP Requirements:

[nacep.org/docs/accreditation/institute/HowToSupportCEPinstructors.pdf](http://nacep.org/docs/accreditation/institute/HowToSupportCEPinstructors.pdf)

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## New Instructor Approval and Credentialing Requirements

The approval and credentialing for concurrent faculty will initially begin with the gathering of transcripts and curriculum vitae of all potential concurrent instructors by the Concurrent Enrollment Coordinator (CEC), who will then forward those documents to the appropriate Concurrent Faculty Liaison. Following the College's established credentialing procedure, the liaison will complete the "Faculty Credential Review."

The liaison will forward the completed document on to the appropriate Division Dean and the CAO for final review and approval. Interested candidates should complete the application found here, and email to Julie Fliegel at [jfliegel@sussex.edu](mailto:jfliegel@sussex.edu).

## About SCCC

Sussex County Community College was authorized as a College Commission by the New Jersey State Board of Higher Education in 1981, and we opened our doors in 1982. In 1988 we achieved Candidacy for Accreditation status with the Middle States Association of Colleges and Schools. We were founded as a Comprehensive College in 1992 and received full accreditation in 1993.

## Accreditation

Sussex County Community College has full accreditation status granted by the Middle States Commission on Higher Education. The College is licensed by the State of New Jersey as an Article 1 County Community College.

## Mission Statement

Sussex County Community College transforms lives by providing lifelong learning opportunities through high quality academic, career and enrichment programs in an accessible and supportive environment to ensure student success.

## Mission Principles

Sussex County Community College is a student-centered and community-focused institution committed to:

- Fostering intellectual and creative opportunities
- Proactively managing change
- Exhibiting clear, open, and inclusive communication and collaboration
- Honoring diversity in the recruitment and retention of faculty, staff, and students
- Transforming programs, curricula and learning experiences to reflect global and cultural awareness
- Promoting success for students, faculty, staff, and community
- Encouraging the professional development of our staff and faculty
- Valuing accountability and data-driven decisions
- Appreciating and celebrating our accomplishments
- Ensuring quality instruction and programmatic responsiveness to community needs
- Providing a safe learning environment both intellectually and physically

## Vision Statement

Sussex County Community College will be a leader in New Jersey Higher Education as a premier provider of 21st century learning opportunities, professional training, and skills development to meet the needs of the people of our community in a globally competitive environment.

## College Core Values

<i>Student Centeredness</i>	Putting students first
<i>Academic Excellence</i>	Ensuring a quality academic experience
<i>Integrity</i>	Acting with transparency and ethics in all that we do
<i>Quality Workplace</i>	An environment that attracts and maintains the highest quality faculty and staff
<i>Innovation</i>	Building on successes, investing in technology, and embracing change
<i>Diversity</i>	Creating an environment that cultivates civility and respect
<i>Environmental &amp; Fiscal Stewardship</i>	Respecting our responsibility to the community

## Connecting with Your Concurrent Faculty Liaison

After successful approval of the instructor, and a general orientation to SCCC itself, the Concurrent Faculty Liaison will meet with the new concurrent instructor to orient them to the course. Faculty Liaisons will document how they orient new instructors to the college's and academic department's pedagogical, theoretical and philosophical teachings, including:

- Providing orientation on course-specific curriculum and course/departmental philosophy to the instructor.
- Assisting instructor/school districts in selecting department approved textbooks.
- Reviewing with the concurrent instructor the relevant SCCC master course syllabi, and comparing the high school syllabi, determining any needed curriculum modifications.
- Providing an overview of assessment at the College, and will provide all relevant course-level assessment tools, including but not limited to, any departmental exams that may be required.

While the CEC will provide all fall and spring general orientation information and links to the concurrent instructors, the liaison will also be sure the concurrent instructor is aware of:

- The dates of at least one departmental faculty meeting each semester when adjuncts and concurrent instructors are invited to attend.
- The departmental breakout sessions which occur as part of the fall and spring adjunct orientation sessions.
- A designated date for a remote group concurrent faculty meeting each semester, to be scheduled no later than the mid-point of the semester. The focus on this session shall be a check in with the concurrent instructors as they navigate their individual courses.
- Access instructions to our concurrent webpage, dedicated to information on professional development resources and events for concurrent instructors.
- In addition to receiving an invitation to the Fall and Spring adjunct orientations held at the College at the start of each main semester, the CEP faculty members will also be invited to attend other professional workshops held at SCCC throughout the academic year.

Both the Faculty Liaison and the new concurrent instructor are required to confirm that all steps of the orientation process are conducted and that the concurrent instructor has the materials necessary to teach the concurrent course in alignment with the college's master syllabi. The liaison will be responsible to providing this confirmation to the CEC for the College's records.

## Instructor Responsibilities

- Attend an initial training regarding course-specific philosophy, curriculum, pedagogy, and assessment.
- To acquaint faculty to the College culture, read through and understand the general College policies as outline here: [sussex.edu/about-sussex/policies](https://sussex.edu/about-sussex/policies)
- Work with the appropriate Concurrent Faculty Liaison to prepare a course syllabus that includes course objectives, requirements, grading policy, course content, student learning outcomes, and any rules or expectations of the college and the instructor.
- Avail yourself to professional development opportunities and opportunities to engage with your peers via various department and divisional meetings, as able, at SCCC.
- Participate in SCCC observation and evaluation procedures as per your specific school's administrative agreement.
- Administer exams or other assessment tools consistent with course objectives.
- Maintain accurate records of attendance and student grades.
- Assess and report Student Learning Outcomes as required by the Concurrent Faculty Liaison.

## Non-compliance

The goal of SCCC is to prevent situations where a concurrent instructor becomes decertified from teaching in the program due to non-compliance with the full duties of the role. By creating the liaison role, our intent is to have the concurrent instructor feel purposefully tethered to the College through clear communication between the instructor and the institution's representative, and between the College and the participating High School. As credentialing and acceptance of the instructor lies within the authority of the College, it too follows that the College will ultimately determine if an instructor must be removed from such assignment. To that end, an enforceable procedure is in place to communicate these clearly establish expectations.

If there is noncompliance regarding any of the concurrent instructor duties, the Liaison, in consultation with the Dean, will follow specific steps to address this:

### **First Occurrence of Non-Compliance:**

Any occurrences of non-compliance with the duties of serving as a concurrent instructor will be documented and addressed by Liaison. The Liaison and Dean, in consultation with the instructor, may consider further training or other supports as deemed appropriate. The instructor will be given a date by which the issue observed must be rectified. The length of time to rectify the issue will be determined by the Dean, in relation to both the scope of issue at hand, and the time remaining in a given semester. Note, the ability to dismiss an instructor immediately from concurrent involvement is at Liaison and Dean's discretion if issue is sufficiently egregious.

### **Second Occurrence of Non-Compliance:**

Any additional occurrences of non-compliance with the duties of serving as a concurrent instructor, whether a repeated issue or a new issue altogether, will be documented by the Liaison. Again, the Liaison and Dean may choose to provide a period of time for the instructor to rectify the issue(s), and may further determine if additional training or other supports are warranted. At the second occurrence of non-compliance, however, it is also within the purview of the Dean to simply dismiss the concurrent instructor from continued participation with involvement in SCCC concurrent program.

## Resources

- Concurrent Student Webpage: [sussex.edu/concurrent](https://sussex.edu/concurrent)
- Student Support Resources: [sussex.edu/student-support](https://sussex.edu/student-support)

# Sample Agenda: Concurrent Enrollment Course-Specific Training

## Course Philosophy

- Disciplinary philosophies and theories that ground the course and its approach to disciplinary ways of knowing
  - Key components of the course content and the pedagogical approach to the course
  - Course and curriculum conceptually situated within the academic program, general education core, and/or discipline
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## Curriculum

- Review of course syllabus
  - Student learning outcomes and corresponding assessments
  - Grading scales and standards for the course
  - Student and academic support for course instruction
  - Pertinent discipline-specific readings or texts for the course
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## Pedagogy

- Teaching/Pedagogical strategies
    - Active learning vs. Lecture
  - Opportunity to review on-campus course
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## Assessment

- Assessments and connections to student achievement of the course learning outcomes
  - Criteria and standards for student work assessments (including any rubrics that should be used)
  - Grading and feedback by providing sample student work from actual college classes
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## Other

- Contextual constraints the concurrent faculty member has and help them prepare for those (e.g. class size, semester v. year-long course, availability of technology, etc.)
- Concerns about implementing the course in their classroom