

Standards for Concurrent Enrollment Courses

In order to provide the highest level of quality, Iowa Community Colleges subscribe to the following Principles of Good Practice:

1. Students

- a. Eligibility is determined by participating high school and college officials, including the meeting of course prerequisites or demonstrating the ability to achieve success and taking required academic assessments.
- b. Are admitted and registered with approval of the local high school and the college.
- c. Receive appropriate course orientation, including; college policies and procedures, the establishment of a permanent transcript, course withdrawal information and may include a college student handbook.
- d. Receive information clearly describing student responsibilities and institutional procedures for academic credit transfer.
- e. Are allowed access to student support services (tutoring, counseling, advising, library, writing and math labs, computer labs, etc.).
- f. In a contracted college credit course, all students participating in the class are registered for college credit.
- g. Students and parents/guardians receive appropriate information regarding college policies, procedures, and the establishment of a permanent transcript, course withdrawal, and procedures for academic credit transfer.

2. Faculty teaching college credit courses for high school students;

- a. Meet the same standards/requirements as other college faculty teaching within an academic department and are approved by appropriate college personnel.
- b. Receive appropriate orientation and training (e.g. curriculum, learning outcomes, assessment, college and department policies and procedures) to teach in the college department
- c. Collaborate with other college faculty within the academic department and have access to faculty development activities related to; curriculum, pedagogy, assessment, college policies, technology, and discipline specific issues.
- d. Receive on-going communication, have access to instructional resources, are invited to participate in department initiatives and receive department support.

3. Curriculum

- a. Courses provide college-level rigor and learning experiences.
- b. Courses achieve the same learning outcomes by using; an approved course syllabus, the same instructional materials, resources, and equipment. Textbooks are of the same quality and approved by the college.
- c. Course syllabi (including a description of the content, teaching strategies, performance measures, and resource materials) meet college standards.

- d. Course delivery is evaluated through strategies such as classroom observations and/or student evaluations.
- e. Courses are aligned to Career Pathways where possible.

4. Assessment

- a. Assessment policies, procedures and instruments are consistent with college practice.
- b. Valid student assessment measures are used to assure academic course rigor for which college credit will be awarded.

5. Evaluation/Research

- a. The college reviews the course/program on a regular basis for continuous improvement.
- b. Colleges are encouraged to conduct research regarding the performance of high school students in comparison to traditional college students and report findings.
- c. Colleges are encouraged to follow-up on students and their continued success at the college after high school graduation and report findings.
- d. Data sharing with participating high schools is consistent with the policies of the college.

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