



# ***Rochester Community and Technical College***

## ***Concurrent Enrollment Program (CEP)***

### ***Faculty Liaison Guide***

## Concurrent Enrollment Liaison Responsibility Checklist

- ☐ Review Liaison Handbook (P1)
- ☐ Required liaison participation in college CEP orientation (F4)      Date: \_\_\_\_\_
- ☐ Pre-meeting with high school teacher prior to semester starts for new teacher training (F2)

Date: \_\_\_\_\_ At the end of the training, complete and submit F2 New Teacher Training form on how new instructors are trained.

- ☐ Review common course outline and syllabi for learning objectives and required components (C2)
- ☐ Review Textbook
- ☐ Determine and conduct one shared assessment and grade norming activity per class (must include details for A1 evidence) Use Assessment Standard Form
- ☐ Submit both (CE teacher and liaison) syllabi to Administrative Assistant to Dean of Career and Technical Education ([michele.altman@rctc.edu](mailto:michele.altman@rctc.edu)) (C2)
- ☐ Review Concurrent Enrollment Instructor Guide with CE teacher to include grading process in D2L/Brightspace and Final grading in e-services as well as non-compliance (F4)
- ☐ Set site visit date (C3)      Site Visit Date: \_\_\_\_\_
- ☐ Conduct site visit and return Site Visit Form (C3)
  - ☐ New CE teachers – liaison perform one site visit per course, per teacher each semester for the first year.
  - ☐ Veteran CE teachers – liaison perform one site visit per teacher annually. If the CE Teacher does two courses (Fall and Spring). First year do one, second year do the other.
- ☐ Provide CE teacher dates/information about Professional Development Days (when there is applicable content) and department meetings. Ensure CE teacher completes discipline-specific professional development annually and sign their Professional Development Reporting Form confirming all recorded activities (F3) (Refer to Discipline Specific Professional Development Form for additional details.)
- ☐ Ensure CE teacher has students complete end of course evaluation (E1). Review the summary with the CE Teacher after completion and complete E1 Form.
- ☐ Complete Statement of Equivalency (one per discipline annually) (A1/C2)
- ☐ Complete required accreditation reporting by end of the semester.
  - ☐ Assessment form and example (A1)
  - ☐ Site Visit (C3)
  - ☐ Prof Dev Form and Evidence (F3)
  - ☐ Eval Form (E1)
  - ☐ Syllabi (C2)

The RCTC Concurrent Enrollment Program (CEP) thanks you for taking on the role as a liaison. Your commitment to our high schools' teachers will increase their confidence in their role as a CE teacher.

Your experience in teaching the same courses here on campus is what makes this liaison relationship unique. Your leadership and desire to make the RCTC CEP the best that it can be is appreciated.

### **Liaison Expectations**

You have been asked to be liaison for many reasons – the most important being that we feel you can best work with the high school teacher and represent RCTC at the highest level.

By being a liaison, you are stepping into a role that is just that: a liaison. You'll be someone who is willing to work with a high school teacher, to guide them through teaching this course that you yourself have already taught on campus, being a sounding board for ideas and concerns, but also being a source of encouragement while providing constructive feedback. As a liaison, you will be expected to:

- **Complete the annual Training for Liaisons (aligns with Standard P1/F4)**

Per NACEP standards, all high school teachers and RCTC faculty liaisons are required to attend and participate in the annual training. This is scheduled before the school year begins in August.

- **Train your High School Teacher (aligns with Standard F2)**

In addition to the orientation, liaisons are also required to facilitate discipline-specific training with new high school teachers. This can be done through phone calls and emails, but we encourage meetings to be face to face whenever possible. As a liaison, you are also a coach to the CE teacher. Therefore, periodic check-ins and discussions should be common and consistent while the course is being taught at the high school. The Liaison Checklist is a checklist to outline the duties you are responsible for. It is not required for you to turn it in; it is a guide.

At the end of the training, complete and submit an F2 New Teacher Training Form on how new instructors are trained.

- **Conduct Mandatory Site Visits (aligns with Standard C3)**

Per NACEP standards, high school teachers must be visited by the liaison and participate in a regulated site visit during the school day, during the class period. RCTC requires that you conduct a site visit each year for veteran CE teachers; but once per course, per teacher, per semester for new CE teachers in their first year of CE teaching. PLEASE NOTE: Should you observe behavior that is not appropriate, methods that are questionable, or have concerns, we ask that you please discuss these immediately with the CEP Administrator.

- **Annual Review of Course Materials (aligns with Standards C2 and C3)**

The first time the course is offered you will be reviewing and approving the teacher's course layout as well as their assessments, assignments, readings, and activities ***prior to the start of the course***. In addition, liaisons are required to review course materials on a yearly basis during the site visit. Other Minnesota State institutions have run into issues where liaisons continued to collaborate with the same high school teacher for many years and have assumed that course materials have remained the same from year to year. Then, when material was called into question, they learned that the course

materials changed and were no longer aligned with the approved course learning outcomes. Therefore, please check the materials each year. The only way our CE teachers know of AASC changes or department changes is if you make them aware.

As a liaison, you are responsible for coaching and mentoring your high school teacher should their course materials fall short. By setting up a process of consistent check-ins, as well as building a strong, coaching/mentoring relationship will help make that process much smoother should problems arise.

- **Be Comfortable in your Knowledge of Assessment (aligns with Standard A1)**

As HLC and NACEP continue their focus on Assessment, they look to you in ensuring that the assessments are at college level. This means assessments need to align with the course learning outcomes. It is okay if your assessment methods are not identical, but as the liaison you need to document how you “assess the assessments.” All course learning outcomes must be assessed in the course in some fashion. Ideally, outcomes should have direct measure but indirect measures that are well documented are also acceptable.

It should be noted, however, that some programs may require that the teacher’s assessments and/or grading criteria align with what you are using on campus. Please communicate this expectation clearly with your CE teacher. Liaisons are also required to evaluate grading practices of high school teachers—even if they are using the department grading criteria. Engage in discussions about “A” quality work at the college level, share rubrics/scoring guides and encourage their use—especially for non-test related materials like papers or projects. It is unlikely that all students in a CE course are performing “A” quality work. Work with your CE teacher prior to semester start to clearly communicate college level expectations and share examples. If you have a concern about the CE course not meeting college level work, please contact the CEP Administrator.

- **Participation in Annual Professional Development (aligns with Standards F3)**

As the liaison, you are responsible for overseeing the “discipline-specific” portion through side-by-side participation and/or through robust discussion and follow-up. Options used in the past include conference attendance, meetings within the discipline at the college, readings & discussions, case studies, workshops, etc. Using discussions and readings, liaisons and teachers complete the activities together. When complete, teachers will complete the *Professional Development Reporting Form* and will submit it to their liaison no later than April 1<sup>st</sup> where you provide additional commentary and documentation. Reporting forms should be signed by the liaison due by May 15th. Because of the nature of the professional development, it must be a separate event from new teacher training and site visits.

- **Non-Compliance (aligns with Standard F4)**

Being a liaison does require a lot of time and dedication. NACEP requires us to track your participation and completion of the necessary requirements. The CEP administrator will monitor and track each requirement. Should you not complete those requirements (such as a site visit, turning in paperwork, providing training in a timely fashion, etc.) you will receive reminders via email. If emails are not acted upon and missing requirements are not completed, your dean will be notified. If continued reminders

and dean intervention do not produce results, you will be cited for non-compliance, and you may be asked to step down from your role as liaison.

- **Provide Copy of your Syllabus & Assessments (aligns with Standards C2 and A1)**

Liaisons and CE teachers are required to provide current copies of their course syllabi and an assessment example. Both should be emailed to the Administrative Assistant to Career and Technical Education. (Please confirm that syllabi include the RCTC required elements as well as the correct semester listed at the top.)

- **Be in Consistent Communication**

Regular “check ins” with your CE teacher is critical during the year. Because the high school teachers are teacher off campus, it is easy to feel isolated. It is up to you to make sure that your teacher is up to date with the latest information regarding the department, the course, curriculum, and any other key details. NACEP also requires that high school teachers be kept up to date on changes within your discipline. Keeping in consistent communication helps ensure this takes place.

- **Advisory Committee Membership**

In a piece of state legislation passed in 2015, every CEP is required to assemble an advisory committee. In discussing the make-up of this committee, it was felt a small group is best utilized. If you have been asked to be on this committee, your input is appreciated as we continue to make the CEP program stronger. Guidance counselors, liaisons, and some members of high school and college administration are included in membership. Currently, we meet annually.

## **Liaison Best Practices**

Here are some ways in which you can begin to build a good coach/mentor relationship with your high school teacher:

***Do not assume that your high school teacher knows it all.***

Writing a syllabus? Handling tough, out of control students? Creating a rubric? Think all teachers how to do this *just* because they are a teacher? That is not always the case.

If your high school teacher is new: Ask them how they are feeling. Ask them if they have started to work on their syllabus and rubric (if used). Ask to see a copy. Share the RCTC required syllabi requirements.

***Provide opportunities for the teacher to visit you on campus.***

Because our high schools do not start until after the college fall semester begins, offer them the opportunity to visit you on campus and observe your class. This can be exciting for a high school teacher, as they may find some unique take-away's from your lecture and activities. This is a wonderful way for you to collaborate & share ideas.

## ***Target Anxiety***

It is normal for high school teachers to be anxious before teaching a new class. You have been there, and you know what it feels like. By building a strong relationship with your teacher, and offering support, they should begin to trust you. Once this happens, the likelihood of the teacher seeking you out to talk about what is troubling them will be easier.

## **Model Balance**

Many teachers are striving to be the best. While this is commendable, it can also lead to unrealistic goals and expectations, causing undue stress and anxiety! Offer a bigger picture view so that your teacher can focus on what is in their control. While you may not be on the same campus, how you interact will provide them with a sense of how you balance your life. Remember there is a fine line between being too laid back, or *laissez-faire*, and modeling good balance and choices.

--Adapted from the book, *On Being a Mentor, A Guide for Higher Learning Education Faculty*, by W. Brad Johnson

## **NACEP Standards and How They Impact You**

**When we talk about NACEP, we are not just referencing policies. We are talking about commitment to quality.**

NACEP is the National Alliance of Concurrent Enrollment Partnerships and is the organization responsible for accrediting concurrent enrollment programs across the country. In 2015, the Minnesota State Legislature passed a bill requiring every postsecondary institution offering concurrent enrollment courses undergo NACEP accreditation by May 2021.

NACEP's foundation centers on quality, looking at the course offered at the high school and requiring it to be as rigorous as the course offered on the college campus.

Through mentoring, site visits, professional development, training, and continued expectations centered on course alignment to course learning outcomes, your role as a liaison is critical in ensuring that courses are taught at the same level as those you are teaching on campus.

The following will detail specific liaison requirements and their alignment with NACEP standards.

### **A1 NACEP Standard**

*The College/University ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.*

Liaisons will meet with high school teachers annually to evaluate course materials – regardless of how long the teacher has been teaching the concurrent enrollment course. For new liaison/high school teacher pairings, it is acceptable to combine this review with the new teacher training.

## **Textbooks (New and Returning Teachers)**

High schools normally purchase the textbooks. Because of this, textbooks may need upgraded.

- Discuss with your teacher about the books they are using – do they need an upgrade?
- If you have a copy of a new textbook for consideration, providing the teacher with a sample will make it easier for them to decide on a new book to use.
- The most essential element of teaching a CE course is to follow the RCTC common course outline of major content areas and learning outcomes.

## **Syllabus, Grading, Activities & Assessments (New and Returning Teachers)**

It is rare that major changes to a course take place year after year. However, changes do occur. The best way to ensure that the teachers are using relevant, college level material is to level set the expectation that you will be looking at their materials annually. This review should take place before the class begins (for new teachers) and during the site visit (for both new and returning teachers). Review of content includes, but is not limited to:

- Syllabus review to ensure the RCTC required syllabus items are included and content is still relevant.

- Review of the grading scale and grading breakdown and discuss concerns (if any). Remember that the grading scale/breakdown do not have to be an exact match to your course, but it should be fair and objective. Have discussions about fair grading and standards for “A” quality work.
- Review course content to ensure college rigor and alignment with pedagogy.
- Review of various course assessment methods to ensure they align with the course learning outcomes (and if appropriate-program level outcomes). Does the assessment match the learning outcome’s verb? Are the assessments direct and appropriate?

If changes are necessary, notify your teacher in writing, setting a date for completion and follow up.

### **C2 NACEP Standard**

*The college/university ensure concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical, and philosophical orientation of the respective college/university discipline.*

RCTC has required syllabus items that must be on all syllabi. Required items must go on the CE course syllabus (though teachers can rearrange the content per their personal preference), and teachers can add additional class information as they see fit. During our NACEP accreditation review period, reviewers will look at the liaison’s syllabus alongside the syllabus of the CE teacher.

CE teachers must hand out a syllabus the first week of each semester to students and it should include the current year/term/semester. Liaisons should review syllabi before classes begin. CE teachers then submit syllabi to the RCTC Administrative Assistant to the CTE Dean no later than the end of the first week of class.

### **C3 NACEP Standard**

*Faculty (liaisons) conduct site visits to observe course content and deliver, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.*

Site visits will take place once each semester for new CE teachers. If the teacher teaches more than one section of a course, only one site visit is needed. If the teacher is teaching multiple courses, site visits will need to occur in each course\*. This visit will take place at the high school. We want to encourage you to have a date set as soon as possible to minimize last minute scheduling conflicts. The site visit can happen any time during the course, though it is best if the visit happens after the class has been in regular session for at least a week.

The CEP recognizes that observing a class session does not always provide enough information to accurately indicate that the course is equivalent to a course taught on campus. Therefore, in addition to observing the course, the visit should also look at the following:

- Discussion on how the semester is progressing.
- Review of activities, assignments, and projects the teacher has/will be using during the term.
- View graded material such as exams & papers to ensure grades are being assessed fairly.
- Discuss their goals while teaching this course for the remainder of the semester.

During the visit should you find that areas need to be addressed (such as changes to course materials, providing updated resources, benefit of additional coaching/mentoring, etc.), please note these on the site visit form, along with the plan for improvement. As the liaison, you will be responsible for this initial follow up, documenting the follow up, and providing a follow up report.

**Please note...a site visit is not an evaluation.** The site visit is not to evaluate the CE teacher; it is to ensure that college level rigor is present. The focus is content, assessment, and grading. If at any time you feel that the goals of the course are not being met, or there is a concern with the CE teacher's teaching method, we expect that you will address those with your CE teacher. If you are not comfortable addressing these concerns, contact the CEP administrator. Site visit reports should be sent to the Administrative Assistant to the CTE Dean.

\*For high school teachers who have been teaching more than one class for three consecutive years, have taught these courses consistently each year, and have no recorded instances of non-compliance, the liaison is permitted to conduct one site visit for the academic year, rather than one site visit per course. Liaisons should, however, attend these courses on an every-other-year rotation so each class is visited on a regular basis.

## Training of High School Teachers

### **F2 NACEP Standard**

*Faculty [liaisons] at the college/university provide all new concurrent enrollment teachers with course specific training in course philosophy, curriculum, pedagogy, and assessment prior to the teacher teaching the course.*

Training of new, high school teachers happens in two phases: CEP initial orientation and one-on-one discipline specific training.

The CEP will host the initial orientation for all CE teachers and liaisons prior to each new academic year.

### **Discipline Specific Training**

After your teacher attends the CEP orientation, arrangements should be made to meet for a one-on-one discipline specific training, which you will facilitate. While the orientation will discuss topics that are standard across all disciplines (such as grading, site visits, creating a syllabus, etc.) each discipline is different, and a training session is required. This one-on-one session ideally should be scheduled as an in-person meeting and should take place before the start of the class. Because schedules at the high school do not always align with the class schedule at RCTC, or due to distance, phone or web-chat sessions are permitted.

To assist with training your CE teacher, a Liaison Checklist is available on the first page of this handbook and on the RCTC CEP College Faculty Liaisons web page. <https://www.rctc.edu/hsconnections/college-credit/concurrent-enrollment/>

Please note that this list is the minimum requirements. You are expected to discuss discipline specific expectations, your department's teaching philosophy, and any other discipline specific requirements your department has. Once completed, please provide a copy of your updated agenda and the date the training was complete to the Administrative

Assistant to the  
CTE Dean.

### **F3 NACEP Standard**

*Concurrent Enrollment teachers participate in college/university provided annual discipline specific professional development and ongoing collegial interaction to further enhance teachers' pedagogy and breadth of knowledge in the discipline.*

## **Discipline Specific Professional Development**

It is the expectation that high school teachers will be in attendance for required professional development opportunities. Professional development events are not to take place at the same time as new teacher discipline specific training/orientation.

Liaisons are encouraged to meet with teachers early in the semester to discuss professional development options and ideas. It is acceptable if high school teachers have a professional development idea that they want to share with you. We do require, however, that you are not just “rubber stamping” suggestions but asking questions about the topic they are choosing and verifying that it enhances course content, delivery, research, and/or development. CE teachers are required to submit the Professional Development Reporting Form annually.

NOTE: if your discipline area grows and you feel that a different professional development experience would better suit your teachers, please contact the CEP to ensure that NACEP guidelines are being met.

### **Teachers Without Classes**

RCTC recognizes that there may be a semester, or even a full academic year, where the class is not offered at high school. If the high school is not offering a class during the academic year, professional development will not be required.

### **Helpful Reminders**

Being a liaison is a lot of work. This check list will help you stay organized as you start your liaison journey.

- ✓ **Keep a record of all meetings and discussions with your high school teacher.**  
NACEP requires RCTC to track various requirements such as site visits, training, professional development, etc. However, we have found that NACEP or HLC will ask for additional information during accreditation visits. Keeping a record of your interactions is critical. Consider setting up a folder in our Outlook email where you can drop in messages as they come in.
- ✓ **Save the Date: Annual Liaison/CE Teacher Orientation Meeting in August**  
During this meeting, any changes or topics relevant to be a liaison, a CE teacher, NACEP updates, Minnesota State updates, as well as helpful reminders. Your attendance is required for this one-hour meeting. Rooms and times will fluctuate from year to year based on availability, etc. Keep an eye out for a meeting invitation in your Outlook email.
- ✓ **Contact your High School Teacher as Soon as Possible.**  
Meeting with your new high school teacher as soon as possible is highly encouraged. The amount of time it will take to go through your course learning outcomes, department requirements, as well as reviewing course materials and providing feedback will take longer than you expect. Plan so you can allow enough time for the teacher to make any necessary changes.
- ✓ **Communicate Often**  
In your first meeting with your high school teacher, ask them how they like to be provided with feedback as well as their preferred method of communication (email, phone, 1:1 meeting, etc.). It is expected that liaisons will check in regularly with their high school teacher – this not only sets up a good practice of teamwork and collaboration, but should you need to discuss a challenging topic or issue, it will make that conversation a little easier.
- ✓ **Plan your Site Visit Early**  
By getting your date on the calendar, you eliminate the risk of last-minute scrambling. This allows you to see if alternative methods need to be explored should you have a scheduling conflict.
- ✓ **Plan Professional Development Options Early**

As noted under the Professional Development section of this handbook, liaisons and high school teachers should be working together to find professional development options that are not only relevant to the discipline but meets the needs of the high school teacher. You have several options to pick from and selecting your option early will give you both peace of mind.

## **Liaison Payment**

Liaison CE assignments will be entered at the beginning of the semester. Payment is according to MSCF contract at 1 credit for new CE teacher per new course. Payment for subsequent semesters with the same teacher and course is at .5 credit. Approval for liaison payment is made at the beginning of each semester with the requirement that all NACEP documentation will be received by the CEP. We understand that you will be working on this course throughout the semester, and it is fair to compensate you accordingly.

### **For More Information:**

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