

Concurrent Enrollment Procedures
 Department of Social and Behavioral Sciences
 September 2026

Purpose: This document is intended to outline the department-approved instructor qualifications, procedures for assessing instruction, providing training, and the overall responsibilities of the Social and Behavioral Sciences CE liaison, who assumes these primary responsibilities.

CE Instructor and Liaison Qualifications, Standards, and Expectations: UVU’s accrediting body, the Northwest Commission on Colleges and Universities (NWCCU), has its own teacher qualification standards. The National Alliance of Concurrent Enrollment Partnerships (NACEP) have specific [standards for quality](#) in CE. The Utah State Legislature has its own standards according to [HB 335 Alternative Concurrent Enrollment Options for Capacity Flexibility](#), which do not necessarily align.

Social and Behavioral Sciences	Utah HB 335
<ul style="list-style-type: none"> • SOC 1010 <ul style="list-style-type: none"> ○ A Master’s degree or higher in CE specific course • FAMS 1150 <ul style="list-style-type: none"> ○ A Master’s degree or higher in CE specific course 	Master’s degree or higher CE course field
<ul style="list-style-type: none"> • SOC 1010 <ul style="list-style-type: none"> ○ Master’s degree or higher in any field AND at least 18 completed credit hours of graduate course work in an academic field that is relevant to the CE course • FAMS 1150 <ul style="list-style-type: none"> ○ Master’s degree or higher in any field AND at least 18 completed credit hours of graduate course work in an academic field that is relevant to the CE course 	Master’s degree or higher in any field AND at least 18 completed credit hours of graduate course work in an academic field that is relevant to the CE course
Qualifying Experience: <ul style="list-style-type: none"> • SOC 1010 <ul style="list-style-type: none"> ○ Must show evidence of effective teaching in social sciences • FAMS 1050 <ul style="list-style-type: none"> ○ Open to bachelor level teachers to teach the content with additional support and training 	OR qualifying experience defined in Section 53E-10-301 , including <ul style="list-style-type: none"> • Number of years of teaching experience • Student performance on qualifying test scores or AP exams the CE instructor teaches • Continuing education in a master’s degree or higher in any academic field, or • Other criteria established by the institution of higher education

Social and Behavioral Sciences Exception to Above Standards and Related Procedures

As a department, we expect high schools to meet the CE instructor qualifications outlined by NACEP and NWCCU, when there is a qualified instructor available at the high school. (p. 2) As a student-centered department highly invested in the student learning experience, we acknowledge that there may be exceptions that a high school may need to request in order for the students enrolled in a given CE class to have the best learning experience possible when there is no available teacher that meets the above standards. (p. 2) Therefore, as a department we reserve the right to make an exception to the above Teaching Qualifications & Standards under the following circumstances (this decision will be recommended by the CE Faculty Liaison and approved by the Department Chair):

- **SOC 1010 Exceptions**

- **Exceptions are not considered** for this course under any circumstances.

- **FAMS 1050 Exceptions**

- Under the direction of the high school principal (or equivalent), exceptions are considered on an individual basis if:
 - The applicant has an understanding of health, human development, and healthy relationships to teach FAMS 1050 with some support.
 - OR the teacher is at a bachelor's level and is open to teaching the content of FAMS 1050 with additional support and training.

When this is the case and an exception is granted, the teacher will be hired on a probationary status. The CE Faculty Liaison will:

- Meet with the CE instructor prior to the semester to review the syllabus and discuss the instructor's plan to teach the course.
- Observe the CE instructor within their first two weeks of teaching to evaluate teaching quality, the learning environment, etc., and work with the CE instructor on goals and opportunities for improvement.
- Continue to work with the CE instructor, as needed, to help the CE instructor improve.
- Meet with the principal (or equivalent) if the CE instructor is not making progress and/or meeting the anticipated standard of teaching quality and performance and determine a path forward.