Introduction to NACEP’s Concurrent Enrollment Accreditation Standards

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NACEP defines **concurrent enrollment** as college credit-bearing courses taught to high school students by college-approved high school teachers.
PARTNERSHIP 1
Alignment with college/university Mission and Institutional Support

PARTNERSHIP 2
- Ongoing collaboration with Secondary Partners
CURRICULUM 1
Every CEP course in college catalog & taught on campus. Course title, description & number of credits are identical.

CURRICULUM 2
CEP courses reflect college department’s learning objectives, philosophical & pedagogical approach

CURRICULUM 3
Faculty Liaisons in all disciplines conduct site visits to observe course content and delivery
Assessment Standard

Proficiency of learning outcomes is measured using comparable grading standards & assessment methods to on campus.
FACULTY STANDARDS

Faculty 1 – Instructors approved by appropriate academic leadership & meet minimum qualifications for instructors teaching course on campus.

Faculty 2 – Faculty Liaisons provide course-specific training before teaching.

Faculty 3 – Instructors participate in annual discipline-specific PD & ongoing collegial interaction to further enhance instructors’ pedagogy and breadth of knowledge in discipline.

Faculty 4 – Instructors informed of & adhere to program policies & procedures.
STUDENT STANDARDS

**Student 1** – Registration & transcripting policies & practices are consistent with on campus

**Student 2** – Process to ensure course pre-requisites met

**Student 3** – Students advised about CE benefits & implications, college policies & expectations

**Student 4** – Students have access to Learning Resources & Student Support Services
Program Evaluation Standards

PROGRAM EVALUATION 1
End-of-term student course evaluations for each course to provide instructors with student feedback

PROGRAM EVALUATION 2
College/University Conducts & reports regular & ongoing evaluations of CEP effectiveness, using results for continuous improvement