NACEP®

Accreditation guide
For Peer Reviewers and Applicants

October 2015
Version 4.0

National Alliance of
Concurrent Enrollment
Partnerships
advancing quality college courses in high school

ABOUT NACEP

The National Alliance of Concurrent Enrollment Partnerships (NACEP) works to ensure that college courses offered in high schools are as rigorous as courses offered on the sponsoring college campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. To advance the field and support our national network of members, we actively share the latest knowledge about best practices, research, and advocacy. Our national conference is the premier destination for college officials, high school leaders, policymakers, and researchers interested in creating an effective academic bridge between high school and college.

Additional information can be found by visiting: **www.nacep.org**

NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS

Accreditation Guide For Peer Reviewers and Applicants

October 2015 | Version 4.0

TABLE OF CONTENTS

NATIONAL CONCURRENT ENROLLMENT PARTNERSHIP STANDARDS

Adopted April 2002
Revised December 15, 2009
Effective January 1, 2011

Curriculum Standards

Curriculum 1 (C1)	Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 2 (C2)	College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.
Curriculum 3 (C3)	Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.

Faculty Standards

Faculty 1 (F1)	CEP instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.
Faculty 2 (F2)	The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.
Faculty 3 (F3)	The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation.
Faculty 4 (F4)	CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).

Student Standards

Student 1 (S1)	The college/university officially registers or admits CEP students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CEP on official college/university transcripts.
Student 2 (S2)	The CEP ensures its students meet the course prerequisites of the college/university.
Student 3 (S3)	The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.

Assessment Standards

Assessment 1 (A1)	CEP students are held to the same standards of achievement as those expected of students in on campus sections.
Assessment 2 (A2)	The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.
Assessment 3 (A3)	CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections.

Program Evaluation Standards

Evaluation 1 (E1)	The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.
Evaluation 2 (E2)	The CEP conducts an annual survey of CEP alumni who are one year out of high school. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
Evaluation 3 (E3)	The CEP conducts a survey of CEP alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
Evaluation 4 (E4)	The CEP conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.

PURPOSE

This guide is intended to provide consistent information to NACEP Accreditation Peer Reviewers and Applicants on the interpretation of NACEP's Standards, the range of acceptable practices, frequently asked questions about the Standards, and advice on assembling a well-designed accreditation application to facilitate peer review. It is intended to help programs that are conducting self-studies in anticipation of applying for NACEP accreditation in 2014 and beyond.

This guide does **not** include a detailed description of the accreditation process or timeline. The most up to date timeline, application instructions and forms can be found on the NACEP website.

ACKNOWLEDGMENTS

Initial brainstorming about this guide began when the then Accreditation Committee, Board of Directors, and NACEP membership engaged in discussions in 2008-2009 to revise NACEP's National Concurrent Enrollment Partnership Standards, first adopted in 2002. Becky Carter, Jan Erickson, Sandy Gonzalez, Karen Mills, and Dennis Waller met in Phoenix, Arizona in 2009 to begin putting together a framework for the Guide. It became evident that the Guide would need to reflect the newly adopted Standards and lessons learned from accreditation reviews during 2010-11 cycle that piloted the new standards. Thanks are due to program staff at five institutions that piloted the new standards before they officially became effective: Finger Lakes Community College, Indiana University Bloomington, Indiana University-Purdue University Fort Wayne, Rio Salado College, and Syracuse University. The lion's share of the drafting of the Guide was done by then NACEP Accreditation Committee Chair Becky Carter. Accreditation Application Coordinators Lynne Clawson-Day, Jan Erickson, Becky Latting, and Ginger Ramsden helped shape the direction of the guide, vetted the contents, and served as the primary editors over the course of eight months in 2011. Additional input was provided by NACEP Executive Director Adam Lowe, members of the Board of Directors, and experienced accreditation peer reviewers. Numerous individuals have provided feedback on the guide, which have been incorporated into future editions. Suggestions for future editions should be directed to the NACEP Accreditation Commission Chair at accreditation@nacep.org.

BACKGROUND

A key concern of the leaders who established NACEP was the quality of college classes offered in high schools by concurrent enrollment partnerships. NACEP's members include some of the nation's oldest and most prominent concurrent enrollment partnerships, who share a common belief that institutions of higher education should follow certain best practices to ensure the quality of college classes taught by high school teachers.

To this end, in 2002 NACEP adopted national standards – markers of excellent concurrent enrollment programs – in five areas: curriculum, faculty, students, assessment, and program evaluation. In 2004, the first four concurrent enrollment programs were accredited after a team of peers carefully reviewed documentation on how each program met NACEP's Standards. The Standards were revised in December 2009 after two years of member feedback, recommendations from experienced accreditation reviewers, and considerable deliberation by NACEP's Board of Directors. NACEP's Standards outline measurable criteria and effective procedures indicating a stable, supported program administered by an institution of higher education. The Standards articulate best practices that colleges can follow to ensure the academic integrity of its courses, regardless of where they are taught and by whom. NACEP accreditation is designed to distinguish concurrent enrollment programs throughout the nation.

In Jaunary 2013 NACEP's Board of Directors voted to establish an independent Accreditation Commission to manage the accreditation process, review Peer Review Team reports, make accreditation decisions, and develop all accreditation-related policies. The Commission operates as an autonomous unit of NACEP, in close collaboration with the Board of Directors.

Post-secondary institutions administer concurrent enrollment programs, some of which are accredited by the National Alliance of Concurrent Enrollment Partnerships. Many high quality dual enrollment/dual credit programs are not NACEP-accredited, often because their offerings do not align with the NACEP definition of concurrent enrollment. The intent of NACEP's Standards and accreditation is not to micromanage or dictate college or university practice. An institution administering a quality concurrent enrollment program aligned with NACEP's Standards ensures that the courses it offers in high schools are actual college courses by providing adequate administrative capacity and academic oversight. The CEP must be empowered by the post-secondary institution to offer true college courses, not college-preparatory or college-level but actual college courses that are equivalent in every way possible to their on-campus counterparts.

Program Accreditation

Accreditation is a voluntary, peer-review process designed to attest to the educational quality of new and established educational programs. Higher education institutions in the United States utilize nongovernmental peer review accreditation as an essential component of external review for quality assurance and quality improvement of educational programs. Since 2004, NACEP has served as the only national accrediting body for concurrent enrollment.

The accreditation application review assesses whether a CEP has documented evidence that demonstrate concurrent enrollment program practice, policy and procedures that meet or exceed NACEP's Standards. It is assumed that documents submitted as evidence are an applicant's best examples of the evidence in question. In cases where there is latitude in interpretation of what constitutes evidence of best practice, the intent is to allow applicants the freedom to present evidence that best promotes their program. The burden of proof of meeting Standards is on the applicant. All concurrent enrollment programs have strengths and areas in which they excel, going beyond minimum standards. Because each CEP is somewhat unique in its language and procedures, each application is reviewed within the context of the institutional and state policy environment in which it operates. The review process is overseen by the NACEP Accreditation Commission. Peer review teams comprised of three experienced representatives of NACEP-accredited programs make recommendations to their Coordinating Commissioner who presents each recommendation to the NACEP Accreditation Commission. After reviewing the recommendation the Commission votes to approve or deny accreditation.

Intent of NACEP's Standards

At the heart of NACEP's standards is a belief that college faculty bear primary responsibility for ensuring that concurrent enrollment course content, assessments and expectations are of comparable quality, and that institutions must provide adequate resources to support faculty in fulfilling this responsibility. Seventeen standards in five categories serve to ensure the post-secondary institution offers the same college course in the high school as is offered on campus and provides sufficient academic and program oversight to ensure the course integrity. The standards promote the implementation of policies and practices to ensure that:

- College courses offered in the high school are of the same quality and rigor as the courses offered on-campus at the sponsoring college or university;

- Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses;

- Instructors teaching college courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution and are provided discipline-specific professional development; and

- Concurrent enrollment programs display greater accountability through required impact studies, student surveys, and course and program evaluations.

The standards are the basis for accreditation, but all concurrent enrollment programs can benefit by using the standards as a framework for program development.

Because not all post-secondary institutions look the same, not all NACEP-accredited programs look the same. However, all accredited programs have demonstrated that the courses they offer in high schools deliver an educational experience equivalent to the on-campus counterpart. The practice of awarding transferable college credit for high school courses is not consistent with NACEP standards.

Definitions

NACEP defines **concurrent enrollment** as college-credit bearing courses taught to high school students by college-approved high school teachers.[1]

Because the meaning and use of the term concurrent enrollment varies widely, NACEP does not require that accredited programs use the term in program names, handbooks, descriptions, or other informational media.

Most, if not all, institutions with NACEP-accredited programs offer multiple forms of **dual enrollment** or **dual credit** opportunities for students to earn transcripted college credit. These other models include students taking college courses on campus, college faculty teaching in high schools, and college faculty teaching online or via other distance education technology. In some cases these are separately administered or distinct programs, and in some cases they are administered out of the same office as a single program.

The term **discipline-specific professional development** means a comprehensive, sustained, and intensive approach to expanding an instructor's knowledge in the field of study in which s/he teaches.

For accreditation purposes, **discipline** is defined as a branch of instruction, knowledge or learning. In some institutions the terms discipline and department are interchangeable. A discipline is the smallest administrative structural unit that has a shared responsibility for curriculum and faculty. It is possible for one discipline to have multiple faculty liaisons. It is also possible for one faculty member to cover more than one discipline, if they have advanced training in and an appointment in multiple disciplines. In some universities departments might be considered disciplines, e.g., Biology, Economics, Mathematics, and Physics. In other institutions divisions may function as disciplines, e.g., Business, Humanities, Science, Social Science. Standards that require examples of evidence from each discipline are Curriculum 2, Curriculum 3, Faculty 3, and Assessment 1, 2, and 3.

The term **faculty liaison** refers to a college/university faculty member who selects new CEP instructors, provides their initial training and annual professional development, and conducts site visits. In some institutions one faculty member does all these functions, others split the responsibilities among multiple faculty, who sometimes are called faculty coordinators or mentors. It is expected that liaisons are subject experts in the discipline(s) they oversee. Liaisons are the crucial link between CEP and campus faculty and are the means by which the college engages CEP instructors to new developments in the course area, pedagogic innovations, textbook adoption, educational outcomes, assessment of learning, grading standards, proficiency expectations, and syllabus components.

---

[1] Adopted by the Board of Directors July 19, 2012.

IMPORTANT CLARIFICATIONS FOR APPLICANTS AND REVIEWERS

Hallmarks of quality programs are regular collegial interactions between high school instructors and college faculty, faculty site visits, and discipline-specific professional development. These traits distinguish CEPs from other credit-based college transition programs.

Scope of Accreditation. NACEP accreditation covers <u>only</u> classes where college-approved high school instructors teach college credit-bearing courses to high school students. **All courses** at an institution that fall within this definition of concurrent enrollment must adhere to NACEP's standards and be included within an accreditation application. Beginning with the 2016 cycle, reaccreditation applicants must include all such courses in an accreditation application.

 Accreditation applications should include supporting evidence specifically for courses that meet NACEP's definition of concurrent enrollment (e.g., sample syllabi, faculty applications); applications <u>**should not**</u> include supporting evidence for other forms of dual enrollment, articulated credit, or credit by exam awarded upon matriculation to college. When relevant, a description of how your college offers the different types of dual enrollment and how they interact should be included in the Program Context section of the application. It would be reasonable, for example, to have a single student handbook for all forms of dual enrollment - it would not be necessary to have a separate handbook solely for the classes taught by high school faculty in the high school.

Online and distance education courses: Online and distance education courses can meet NACEP's definition of concurrent enrollment if they are college credit-bearing courses offered to high school students delivered by a high school teacher with defined course start and completion dates. This could occur synchronously through a distance education network (e.g., interactive video) or asynchronously (e.g., pre-recorded video, web-based content), provided that the primary instruction and grading is conducted by a high school teacher who has been approved by the college, provided discipline-specific professional development, and is using the college's approved syllabus, texts, and assessments. For example, three rural high schools without sufficient student enrollment or teachers who meet the college's requirements might jointly offer a concurrent enrollment course, taught by one of the high school's teachers who has been credentialed by the college and provided discipline-specific professional development. NACEP's definition of concurrent enrollment excludes entirely online or distance education college courses if a college instructor provides the primary instruction and grading.

Combining concurrent enrollment with third-party curricula, such as Advanced Placement, Project Lead the Way, state Career and Technical Education standards: Some CEPs expressly prohibit the inclusion of Advanced Placement curricula into their concurrent enrollment courses. Other programs allow the blending of AP and college curricula in courses where the curricula align if the faculty liaison for that course approves. Likewise, faculty liaisons in career and technical fields often are requested to blend the college's standard curriculum for a course with state standards for high school CTE courses.

However, care should be taken to ensure that the college awards credit for performance on the college's course learning objectives, that faculty who have responsibility for curricular decisions agree to including

third-party course content, and that the college does not award credit for a high school course whose curriculum is determined by an entity other than the college. The instructor should utilize a syllabus that identifies the course as the college's, by including the college's name, course name, number, student learning objectives, grading scale, and any required syllabus policy elements.

One Instructor Offering a Course Simultaneously for Multiple Concurrent Enrollment Providers: As with blending concurrent enrollment curricula with third-party curricula, sometimes an instructor is asked to obtain approval from more than one college or university to concurrently enroll students for the same class. If state policy and individual institution policy allows such a complex arrangement to occur, instructors must meet two colleges' expectations – and can only work if there is close alignment between the colleges' courses. This necessitates a significant workload for the instructor who must meet the expectations of multiple colleges, including: a syllabus that addresses both colleges' requirements, participating in new instructor training, ongoing professional development, curriculum and assessment alignment activities, faculty site visits, end of course student evaluations, etc. Students need to be made aware at the start of the semester that they have the option of enrolling in a course offered by two different colleges, the consequences of this decisions, and that this decision must be made very early in the semester prior to the add/drop deadline.

Remedial courses: Accreditation does not exclude CEPs from offering developmental or remedial courses; any credit-bearing course can be offered through concurrent enrollment as long as it is also offered on campus. As with all transcripted remedial coursework, these credits frequently are not transferrable to other institutions nor apply toward degree requirements. Some states may have limitations on which courses are offered for concurrent enrollment.

Regional Career Centers: A significant percentage of concurrent enrollment is in Career and Technical Education (CTE) subjects, often taught at regional career centers. Nationwide, there exists a wide range of organizational structures for regional career centers, including centers operated by a single school district, a cooperative region of school districts, a state Department of Education/CTE Office, and by community or technical colleges. For NACEP accreditation purposes, these courses are considered concurrent enrollment if the career center is considered a secondary institution by the state, the instructor is considered a high school teacher by the state, and exclusively teaches high school students. These courses are not considered concurrent enrollment for NACEP accreditation purposes if the career center is operated by a college, is primarily a postsecondary location or extension center, and the faculty are considered college faculty.

Concurrent enrollment instructors hired and paid by the college/university: In most cases concurrent enrollment instructors are hired and paid by school districts, perhaps with a stipend or instructional budget from the college or university. In some rare instances a secondary school teacher's paycheck is paid by the college even though they exclusively teach high school students. For NACEP accreditation purposes, these courses are considered concurrent enrollment if the instructor teaches exclusively high school students, is considered a high school teacher by the state, and the courses are taught at the high school or career center primarily for high school students. Likewise, colleges should exercise caution when

an instructor is credentialed by multiple colleges. Some colleges prohibit mixed classrooms where some students are registered for credit at a different college.

In the High School. Regular school day. Prior to 2012, NACEP's definition of concurrent enrollment included the clauses "in the high school" and "during the regular school day."   NACEP's standards promote the adoption of practices that ensure the academic integrity of college courses taught by high school teachers, regardless of where the students sit or when the courses are offered. The Board eliminated the references to location and time to encompass all programs that utilize high school faculty to teach and grade college credit-bearing courses.

Preparing a Well-Organized Application

Although reviewers consider the evidence for each standard individually, they also take a holistic view of the entire body of evidence presented in an application demonstrating that there is an integrated, coherent concurrent enrollment program. Documentation provided in faculty standards, for example, should demonstrate a comprehensive system of faculty supports involving new instructor orientation, annual professional development, regular site visits, and ongoing faculty collaboration. Therefore, there may be variable minimum levels of acceptability for each standard, depending upon how other standards are implemented. A program may be able to demonstrate that it has a comprehensive system of faculty supports that allows for less frequent site visits and the use of technology due to other opportunities for ongoing faculty collaboration and course oversight.

All applications must include the Program Description, a coversheet for each standard, and the required evidence for each standard. Each coversheet is an opportunity for the applicant to provide a concise description of how the evidence submitted shows the program meets that particular standard. In some cases, the coversheet description may be considered a piece of the required evidence.

In general, materials submitted as part of a July application are to be from the previous academic year.

NACEP Accreditation Eligibility Requirements

A concurrent enrollment partnership is eligible to submit an accreditation application if it meets the following minimum criteria as of the date of application:

- Has been operational for at least five consecutive school years;

- Has implemented the policies and procedures described in all seventeen NACEP standards;

- Can submit documentation that the practices described in the standards were in place during the preceding school year; and

- Can submit completed program evaluation reports, including the survey of CEP alumni who are four years out of high school as described in the Evaluation Standards.

Those with interest in concurrent enrollment programs and accreditation are encouraged to periodically access the NACEP website, **www.nacep.org**. Additional documents on the website summarize the purpose and benefits of NACEP accreditation, the accreditation application and review process, and include the most recent versions of accreditation application forms.

INSTITUTIONS OPERATING CEPs ACROSS MULTIPLE CAMPUSES

An OPE ID is an identification number used by the U.S. Department of Education's Office of Postsecondary Education (OPE). NACEP asks for an institution's OPE ID to ascertain whether a CEP is being administered out of one institution (one OPE ID) or out of several (e.g., a flagship campus and its regional campuses, each with its own OPE ID). Multi-campus CEPs with one cohesive program can be singly accredited by NACEP, but a collection of CEPs being run independently by individual campuses need to apply for NACEP accreditation individually.

If campuses have separate OPE ID numbers, they will be treated as separate institutions unless they demonstrate a clear, consistent, and seamless connection between the campuses with respect to the activities involved in NACEP accreditation. Examples of evidence of a connection include, but are not limited to: (1) uniform curricula for common courses across campuses; (2) unified instructor professional development programs (e.g., a single set of activities is provided for instructors at all campuses or, if activities are provided at more than one site, instructors can choose to attend activities at any of the sites; (3) uniform publications that do not differentiate between campuses are provided to schools and students; and (4) a shared assessment program reports as a single unit. Conversely, if concurrent enrollment programs at an institution with a single OPE ID number for multiple campuses wish to demonstrate independence from each other, they should demonstrate their lack of interaction in relation to the above criteria.

Concurrent enrollment programs operated by a multi-campus institution (whether with a single OPE ID number or multiple OPE IDs) applying on a single application should demonstrate that there are consistent policies and practices among the campuses with respect to the activities involved in NACEP accreditation. The Program Context narrative section should describe any variations in policy and how the concurrent enrollment program is administered across multiple campuses. The coversheet for each individual standard should describe how the campuses establish consistency for that particular standard.

For example Standard C1 should describe the degree to which campuses have autonomy in adopting curriculum and the extent to which a common course catalog, course learning objectives, outline, and/or syllabi are utilized. If faculty from multiple campuses are engaged in initial and ongoing professional development (Standards F2 and F3), the program should provide descriptions and examples demonstrating that these practices are in place on all campuses. Paired syllabi (for Standard A1) and paired student assessments (for Standard A3) should include examples from each of the campuses, with the campus clearly specified on the documents. Institutions that can demonstrate common curricula across campuses are not required to submit paired syllabi and student assessments from each discipline from each campus; but they must provide a pair from at least one discipline from each campus. Signed

NACEP Assessment Standard Forms (for Standards A1, A2, A3) and Standard C2 description letter from departmental chairpersons, coordinators, or liaisons should be provided from each campus where an individual has decision-making responsibility regarding those standards; a single form per discipline may be sufficient if there is one department chair with curricular responsibilities across all campuses.

ORGANIZATION OF THE GUIDE

For each Standard, as well as the Program Description information required in an accreditation application, the Guide includes the following information:

Standard: As adopted by the Board of Directors in December 2009.

Required Evidence: As adopted by the Board of Directors in December 2009. These are the *minimum* expected pieces of evidence that must be provided in order for an accreditation application to be considered complete.

Intent: A succinct statement of intent to clarify the intended goal of the Standard.

Recommended Supporting Materials: These additional materials can help peer reviewers better understand how a program implements the standards. These are suggestions of additional evidence that a program may want to include in an accreditation application to illuminate its practices for a particular standard. An accreditation application *should not* include each of the recommended supporting materials for all 17 Standards; the resulting application would be too lengthy and unwieldy. Instead, programs should consider including some of these materials as they assemble evidence for a particular standard if it helps clarify how the program adheres to the standard. Likewise, peer reviewers should consider requesting these materials on a case-by-case basis only when it will help them understand whether a program has met the standard.

Commentary: This advice helps applicants and peer reviewers understand the range of acceptable practices within a Standard, answers frequently asked questions about the Standards, and should help applicants prepare a well-designed accreditation application to facilitate peer review.

PROGRAM DESCRIPTION

Program Description	Describe your program. Include program history and development, number of high schools, average class size, whether mixed classes are allowed, any restrictions placed on such classes, geographic extent, and who pays for courses (student, school, district, college, and/or state). Describe student admission criteria if program is not open admission. Explain how your program fits into your institution as a whole; provide a framework for understanding the depth and breadth of the program; explain the involvement of faculty liaisons and site visitors. Describe any relevant state policies, regulations, statues, and laws.
	As a separate document, include a list of disciplines and the names of courses offered within each discipline.
Required Information	Institution, program name, number of unduplicated students, credit hours awarded last year, number of faculty liaisons, number of high schools, number of disciplines, number of teachers, and number of courses. A list of disciplines and the names of courses offered in each discipline, using the template available on the Accreditation Resources section of the NACEP website.
Intent	• To provide a framework for understanding the CEP and how it fits in the institution.
Recommended Supporting Materials	• Organizational chart that shows how and where the CEP fits into the institution. • Description of CEP staff structure. • List of faculty liaisons for each discipline. (Refer to definitions of Faculty Liaisons and Disciplines on page 6). • If multiple or satellite campuses are involved in your CEP, explain how they are accredited by your regional institutional accreditor and how the CEP functions across the campuses (see Page 9).
Commentary	• Description should be 1-5 pages in length. • Supporting materials do not count toward the 5 page maximum. • Applications should use a consistent list of disciplines for Program Description and standards requiring evidence from all disciplines (C2, C3, F3, A1, A2, A3). • NACEP standards do not prohibit mixed classes containing both dual credit students and high school credit-only students. Some states and institutions place restrictions on such classes. • In the list of disciplines and courses, provide both the abbreviations and full names. For example, utilize Liberal Arts (LA) or CMST (Communication Studies) 101, rather than simply LA or CMST 101. • Accreditation applications should only include supporting evidence for NACEP-defined concurrent enrollment courses. Evidence of other types of dual enrollment is not to be included in the application.

CURRICULUM STANDARD C1

C1 Standard	Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
C1 Required Evidence	1. A college/university catalog or a link to an online college/university catalog. 2. A comprehensive list of all courses offered through the CEP with descriptions that are publicly available from the college/university.
Intent	• To confirm that the post-secondary institution identifies the courses taught through the CEP as its own by designation, transcription, course description and orientation. • To confirm the CEP offers only courses listed in the college catalog and routinely offered on campus (i.e., courses are not created solely for enrolling CEP students)
Recommended Supporting Materials	• Description of the process used to approve an existing catalogued course to be offered via concurrent enrollment.
Commentary	• Concurrent enrollment awards transferable college credit only for *college courses* offered in a high school or career center; it is distinct from articulated credit where, upon student matriculation, a college awards credit for prior learning retroactively for high school courses deemed sufficiently equivalent. Unlike concurrent enrollment credit, students are not registered and enrolled by the college at the time they take the course. Articulated credit is transcripted only when the student matriculates to the college in question. • Publicly available list of CEP course descriptions should match the descriptions listed in the on-campus catalog. • Each institution has a method of course approval and CEP courses operate within the practice, and are typically subject to a process by which approval is granted to offer a course for concurrent enrollment for the first time. • Courses offered through the CEP must be officially approved, cataloged, and offered to matriculated students on campus on a regular basis. Colleges should not create courses to include in their course catalogs that are taught solely to concurrent enrollment students. This is especially important for courses in subjects that are not taught on campus, for which the college lacks someone with experience teaching the course and/or the academic credentials to oversee it. • If a course is permanently cancelled on campus, the college should phase out all concurrent enrollment sections of the course within a reasonable timeline such as two years. If it's cancelled on campus for a limited time (e.g. one semester or year), but will be reintroduced, it may continue for concurrent enrollment if there are faculty liaisons in the discipline to provide academic oversight. • Many high schools offer accelerated Engineering and Biomedical Science courses utilizing Project Lead the Way (PLTW) curricula. Although these courses may be

similar to concurrent enrollment in that they are taught in the high school by specially trained high school instructors and college credit is often available, these courses typically do not meet NACEP's definition of concurrent enrollment because the on-campus equivalent courses have different course numbers, different course titles, and do not utilize the PLTW curricula. Many colleges award credit for PLTW courses through articulation agreements (see commentary above on articulated credit)., by credit-by-exam for high scores on PLTW tests (similar to Advanced Placement), or a combination of the two. PLTW courses should <u>only</u> be considered concurrent enrollment included within an accreditation application if the <u>same course</u> is taught on both the college and high school campuses and it meets NACEP's definition of concurrent enrollment (see page 6).

- If providing PDFs of the college course catalog and the list of CEP course descriptions, they should be two separate documents so reviewers can open both at the same time in order to compare descriptions. Listing CEP courses in alphabetical order by discipline or course number facilitates these comparisons.

- If providing a PDF of the entire course catalog, bookmark or identify page numbers to each course offered through the CEP.

- If college course catalog exists in an online database only, please include downloaded copies (HTML, PDF, or a screen shot copied into Word) for each course offered through the CEP.

- See commentary on Page 7 regarding combining concurrent enrollment with third-party curricula, such as Advanced Placement, Project Lead the Way, or state career and technical education standards.

CURRICULUM STANDARD C2

C2 Standard	College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.
C2 Required Evidence	1. Official letter from the college/university's departmental chairperson, coordinator, or liaison, representing each discipline, describing and verifying compliance with the standard.
Intent	• To verify that the college affirms that for each discipline, the pedagogical, theoretical and philosophical orientation of CEP courses is equivalent to that of the on-campus courses.
Recommended Supporting Materials	• No recommendations.
Commentary	• The C2 cover sheet description provides a generic description of the process. In addition, a faculty member representing each discipline should provide a description of how the Standard is met for courses in that discipline. Meeting C2 begins with, but should not be limited to, the new instructor discipline-specific training and orientation referred to in Standard F2.
	• The faculty member descriptions of this process should be individual documents, typically signed and on letterhead. Electronic signatures are acceptable. They may be incorporated into the Assessment Standard Form signed for A1, A2, and A3.
	• The C2 letter should be completed by a faculty member (see definition of faculty liaison) who is directly engaged in the selection and training of CE instructors and/or provides ongoing oversight over courses in his/her discipline. In some institutions this may be a department chair, program of study coordinator, or academic dean with authority over curriculum and faculty in one or more related disciplines.
	• The number of letters provided should be consistent with the list of disciplines and courses provided in the Program Description.
	• Course philosophy relates to what concepts, theories, and skills a department emphasizes in its curriculum, while pedagogy focuses on how the material is taught and learned. In many disciplines there are philosophical differences regarding curriculum, even for entry-level college courses where one might expect alignment between colleges. For example, one college might teach English Literature with a focus on multicultural, contemporary authors, while another might emphasize the historical canon. Colleges should establish processes to ensure that all sections of a course reflect the same pedagogical, theoretical, and philosophical orientation regardless of where they are taught, and by whom.
	• Faculty should do more than merely approve a high school syllabus as acceptable or sufficient. They should provide high school instructors with example course syllabi, course templates, suggested textbooks and other curricular resources, etc.

CURRICULUM STANDARD C3

C3 Standard	Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.
C3 Required Evidence	1. A description of site visits, including what would happen during a typical site visit, frequency requirements, how site visits are tracked by the CEP, and how site visits are used to provide feedback from college/university faculty to CEP instructors. 2. One example of a completed and signed faculty site visit report representing each discipline.
Intent	• To afford the opportunity for collegial interaction between campus and CEP faculty and to observe course delivery, student discourse and rapport. • The campus faculty representing the department associated with the course makes site visits to CEP sections providing discipline-specific verification of the course as the college/university course.
Recommended Supporting Materials	• Evidence of reflective conversations, college faculty to high school faculty interaction and dialog.

Commentary	• Ideal site visit reports might describe:
	    o the extent to which the CEP syllabus and content represent the on-campus course,
	    o impressions of student interest and involvement,
	    o whether student assignments demonstrate rigor and depth equivalent to the on-campus course,
	    o how instructor's evaluation of student work compares to on-campus evaluation,
	    o comments offered by students, and
	    o recommendations for moving forward.
	
	• There are many approaches to conducting and recording classroom observations; institutions are encouraged to provide faculty liaisons with tools to assist them in conducting effective observations and preparing meaningful reports. Classroom observations are utilized by faculty liaisons to validate that that college's expectations for the course are being met, and need not be used by high school administration in evaluations of teaching performance.
	
	• During the Standards revision process, the NACEP Board of Directors felt so strongly that site visits be conducted by faculty that the word 'faculty' was explicitly inserted into the standard in order to clarify the intent of the standard. However, the Board recognizes that annual faculty site visits may not be necessary for experienced concurrent enrollment instructors, especially for those CEP instructors who also teach on campus. Therefore, CEPs have the flexibility to

define faculty site visit frequency as long as integration of this standard across the CEP is clearly demonstrated. Professional CEP staff may conduct site visits and are encouraged to do so, but such visits by professional staff merely supplement, not supplant, faculty visits.

- While most colleges utilize tenured or tenure-track faculty to conduct such visits, they may also be conducted by adjuncts and other instructors who have experience teaching the course on campus or by more senior academic officers with authority over curriculum and faculty (e.g. department chairs or academic deans).

- Should faculty site visits fulfill purposes beyond the C3 Standard (e.g., F3 annual professional development) the goals and outcomes are to be clearly documented in the evidence provided for that Standard, separately from the C3 site visit report.

- When faculty site visits do not occur annually, it is recommended that new CEP instructors receive a site visit during their first year and then are put on the CEP-defined frequency cycle.

- Electronic signatures of any kind are acceptable for the faculty site visit reports. Many colleges accept these reports via email, learning management systems, and/or other databases. What is important is not whether a physical signature appears, but that faculty liaisons prepare reflective reports of their observations.

- When providing a faculty site visit report from each discipline in an accreditation application, remain consistent with the list of disciplines and courses provided in the Program Description.

- NACEP's Standards do not expressly prohibit faculty site visits from occurring through interactive television or videoconferencing. However, CEPs are strongly encouraged to maintain some constant level of robust face-to-face interaction between CEP and campus faculty. It is through this level of faculty interaction that concurrent enrollment programs differentiate themselves from other curricula and assessment providers.

- Reviewers will evaluate this standard both individually and holistically. A program may be able to demonstrate that it has a comprehensive system of faculty supports that allows for less frequent site visits and the use of technology due to other opportunities for ongoing faculty collaboration and course oversight.

FACULTY STANDARD F1

F1 Standard	CEP instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.
F1 Required Evidence	1. Published documents from the CEP describing departmental criteria and processes for appointing, approving or denying CEP instructors. 2. Three completed samples of CEP instructor applications, representing varied departments, that include documents required by the CEP (with secure information removed) and corresponding approval/appointment letters. 3. One completed sample of a CEP letter/form of CEP instructor denial of appointment (with secure information removed).
Intent	• To verify that CEP instructors meet post-secondary academic requirements as stipulated by departments and to verify instructor approval process.
Recommended Supporting Materials	• Description of the process followed by a teacher from a new high school to become a CEP instructor. • If the CEP has never denied an instructor the screening process that results in only qualified applicants should be described, as well as how such a situation would be handled should it occur.
Commentary	• The same minimum qualifications required of on-campus adjunct faculty are required of CEP instructors, with academic departments engaged in reviewing instructor qualifications. Although academic departments may defer to State-mandated criteria for instructor acceptance, it is the department that actually approves a CEP instructor. This congruence of instructor qualifying criteria is to be explained in the F1 Standard coversheet. • Institutions that wish to credential faculty using Tested Experience or Demonstrated Competencies in the teaching discipline, in addition to academic degrees, must: (a) allow for such provisions on campus, (b) have established criteria for evaluating that experience or proficiency, and (c) ensure that the relevant academic department approves the selection of instructors. • Private information on applications and transcripts, such as Social Security numbers and home mailing addresses must be redacted from all documents; names of individuals may be redacted. • Required evidence #3 calls for the denial letter only; the denied application is not necessary. • Approval/appointment letters should describe the responsibilities of CEP instructors. Letters should be sent prior to the first time a course is offered, although some programs find it helpful to send annual notices if there is high faculty mobility.

	• Academic departments or deans must approve concurrent enrollment faculty appointments. It is unacceptable for appointments to be made solely on the Human Resource Department's or a high school principal's recommendation, regardless of the contents of an individual's transcript.

FACULTY STANDARD F2

F2 Standard	The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.
F2 Required Evidence	1. Two samples of discipline-specific training and orientation materials for new CEP instructors representing different disciplines. 2. Attendance reports, agendas, and participant evaluations documenting CEP practice and implementation of new CEP instructor training and orientations. 3. A comprehensive CEP administrative policy and practice guide.
Intent	• To confirm instructors receive course-specific training in course philosophy, curriculum, delivery, and assessment to prepare them to offer the course. • To confirm new CEP instructors are provided orientation regarding CEP administrative policies and procedures.
Recommended Supporting Materials	• A count, by course or discipline, of all new CEP instructors during the school year preceding your application to help reviewers understand the scale of your new instructor orientation. • Liaison orientation task checklist, if applicable.
Commentary	• This Standard focuses on the training and orientation provided instructors to prepare them in advance of teaching the college course, not what is involved in annual professional development activities (cf. Standard F3). New instructors need additional information regarding expectations for the course (course syllabi and learning outcomes, required textbooks, required assessments or grading policies) and program (registration procedures, how to enter grades and access college records, etc.) that most veterans already know. If this information is shared on the same day as the professional development activity, the evidence should clearly distinguish it from the rest of the professional development that occurred. • Conducting a process where college faculty liaisons review and approve syllabi and textbooks is important for new instructors in advance of their teaching the college course. This process should typically begin with college faculty liaisons providing new instructors with the college's syllabi for the course, including learning objectives, recommended or required texts, and example or required

assessment.   Merely providing or reviewing a syllabus in of itself is not sufficient to cover the full intent of F2.

- Although CEP staff can orient new instructors in administrative responsibilities and procedures, it must be the relevant faculty liaison who is responsible for providing the course-related aspects of new instructor training, e.g., course curriculum, assessment criteria, pedagogy, and course philosophy.

- Faculty often need support to create effective discipline-specific professional development, if they have not done so previously. Distributing a syllabus, a list of internet websites, articles, or books to new instructors may be part of instructor training but it alone does not suffice as training.

- No minimum contact hours have been defined but a discussion over a meal should be considered to be a social event, not a professional development event. Programs should carefully consider the amount of time necessary for faculty to effectively review a full course's curriculum, assessment methods, grading standards, and pedagogy.

- When possible, the two examples of orientation materials should be from differing schools or disciplinary areas (e.g., arts/humanities, natural/mathematical sciences, social studies, or career/technical disciplines).

- Training and orientation may be provided to an individual teacher or to a cohort of new teachers and may occur at the college or the high school. As with workshop-style events, the training must occur prior to the new instructor teaching a particular course for concurrent enrollment. It may occur during a new instructor application and approval process.

- Programs relying on one-on-one trainings have the added burden of documenting that the individual trainings occurred (e.g. memos, tracking spreadsheets) and the content of those trainings (e.g. a follow-up email, memo, or form documenting the material covered during the training).

- Invitations to an event cannot be offered as evidence in place of discipline-specific training and orientation materials.

- The comprehensive CEP administrative policy and practice guide may include the college's standard adjunct handbook and student publication but also should include information specific to CEP instructors (for example, professional development expectations, faculty site visit frequency, the CEP non-compliance policy, whether mixed courses are allowed, CEP student enrollment and billing procedures, process for verifying course prerequisites).

- Attendance reports may be provided as sign-in sheets, spreadsheets/databases, or alternate evidence such as mileage reimbursement or pay forms. Participant signatures are useful documentation of attendance but are not required. Electronic signatures of any kind are acceptable. The review team should look for evidence that the program is monitoring participation and taking appropriate action for nonparticipation.

	• The term "evaluation" as used in the F2 Required Evidence refers to the evaluation of the training process. Although the evidence requires attendance reports, agendas, and evaluations, it is understood that when new instructor cohorts are small (three or fewer) there may not be attendance reports or evaluations. This situation should be explained in the coversheet, if relevant. • Smaller programs that have not approved new instructors in recent years should provide a description of what they intend to do the next time a new instructor is approved.

FACULTY STANDARD F3

F3 Standard	The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation.
F3 Required Evidence	1. A description of the CEP's annual professional development; include the format, delivery methods and frequency. 2. An example from the professional development activities of each discipline (such as a seminar agenda, event minutes, conference report, site visit report, etc.). 3. Procedures and/or policy describing how the CEP ensures and tracks professional development participation.
Intent	• To provide annual opportunities for collegial interaction between CEP instructors and campus faculty. • Should course philosophy, curriculum, focus, or pedagogy change over time, to ensure CEP instructors have regular interaction with other faculty and become aware of changes in current trends in course delivery. • To engage high school faculty in the collegiate academic community.
Recommended Supporting Materials	• No recommendations.
Commentary	• Standard F3 is the key distinguishing characteristic of accredited concurrent enrollment programs. This collegial interaction with a focus on partnerships differentiates CEPs from other transition to college experiences. • F3 Standard professional development activities are distinct from the F2 new instructor orientation Standard. F2 must include course-specific professional development prior to the first time a new instructor teaches a course. F3 refers to ongoing, annual professional development in the discipline for new and experienced instructors. • Programs may conduct in-service professional development in conjunction with faculty site visits, either individually or with groups of CE instructors teaching in

the same discipline. For visits to be considered F3 professional development, they must occur annually. Additionally, faculty must document that the instructor-campus faculty interaction occurred (who, when, where) and the content of the in-service professional development separately from the site visit report. Documentation would include an agenda and handouts, notes summarizing the topics discussed, etc. A passive observation of course delivery with a brief reflection afterward is not professional development that expands an instructor's knowledge in the discipline.

- Professional development activities must be discipline-specific, occur annually, and teacher participation must be tracked.

- Note "and/or" in the standard. Not all topics must be covered each year.

- Evidence should document implementation of the activity and the discipline-specific materials utilized, beyond an invitation to attend and an event agenda.

- While discipline-specific professional development activities must be offered annually, the CEP should make allowances for the occasional instructor absence and should consider following up with all instructors who are absent. Instructor participation should be tracked over time, and as discussed in F4, a policy must be in place outlining the consequences for absences beyond occasional.

- Not all professional development activities involve direct instruction through presentations in conference-style workshops. An example of an acceptable practice would be if a liaison sent a journal article to instructors to read as pre-work before meeting on campus to discuss the article if the liaison wrote a brief description of what transpired during the discussion. Alternatively, liaisons could ask instructors in advance of a face-to-face meeting what specific topic gives students the most trouble and then instructors and liaison meet and collaborate on effective outcome-based methodologies.

- Professional development activities that are not face-to-face such as webinars, tele- or videoconferences, online discussion forums, and course management systems (e.g., Moodle, Blackboard) are acceptable if they are ongoing, robust, meaningful and interactive. Documentation of instructor and college faculty interaction and participation must be provided. Evidence should show how the CEP knows instructors participated (e.g., screen shot of webinar attendees, login records, survey or quiz responses). Faculty resource websites and blogs could be considered professional development activities, but are unlikely to be in of themselves adequate unless they are robust, provide opportunities for interaction, and instructor involvement is documented.

- Professional development activities not sponsored by your CEP (e.g. a professional organization's conference for college faculty in the discipline) are acceptable if there is (1) evidence the relevant faculty liaison approves the activity, (2) evidence of attendance/participation, and (3) a description of the activity. Using this approach, colleges could develop regional professional development events for concurrent enrollment instructors from multiple institutions.

	• Although it is expected that programs offer annual discipline-specific professional development to their instructors, it is acknowledged that in rare instances annual professional development may not be provided because no high school instructors offer courses in the discipline that year. However, this practice should be the exception and not the norm. • Integrating concurrent enrollment adjunct faculty into departmental faculty retreats and meetings can be an effective way to build collaborative relationships. It is, however, unlikely to fulfill annual professional development needs in the discipline if departmental meetings focus solely on departmental decision-making rather than learning opportunities. • When providing an example of professional development activities from each discipline, remain consistent with the list of disciplines and courses provided in the Program Description.

FACULTY STANDARD F4

F4 Standard	CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).
F4 Required Evidence	1. Published procedures and/or policies from the CEP addressing non-compliance.
Intent	• To confirm that programs have policies and procedures in place to ensure CEP faculty are involved in collegial interactions and engaged in authentic course delivery. • To provide an avenue for post-secondary institutions to take action when CEP instructors are not engaged or are not delivering the course according to the college's standards.
Recommended Supporting Materials	• No recommendations.
Commentary	• The intent is not to demonstrate that any instructors have been de-certified from teaching courses through the program for non-compliance but that an enforceable policy is in place and is communicated to high school partners and instructors to clearly establish expectations. • Many programs offer a second chance to non-compliant instructors, e.g., faculty liaisons work closely to improve syllabi and assessments or instructors undergo course orientation again as per Standard F2. • The CEP policy describing repercussions for instructor non-compliance should be made clear at orientation (F2), prior to any non-compliance occurrences.

STUDENT STANDARD S1

S1 Standard	The college/university officially registers or admits CEP students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CEP on official college/university transcripts.
S1 Required Evidence	1. Official letter from the college/university registrar verifying compliance with the standard.
Intent	• To confirm that registration policies and practices for CEP students are consistent with other college students and that students receive an official college record.
Recommended Supporting Materials	• Sample student transcript with identifying information redacted. • For web-based applications, PDF, HTML, or other screen shots of online registration instructions. • A concurrent enrollment registration calendar for concurrent enrollment, with comparisons of registration, add/drop, and withdrawal dates compared with those for on-campus students. PDF of student application, if paper-based.
Commentary	• Registrar letter should be on letterhead. • Letter is signed by the senior administrator in charge of student academic records if the term 'registrar' is not used on the campus. • It is acceptable to offer a one semester college course over an academic year or two trimesters as long as CEP students are held to the college academic standards and are enrolled in the first semester. • Retroactive awarding of credit is not consistent with NACEP policies. Articulated credit and other forms of credit in escrow are distinct from concurrent enrollment, and thus are not covered under NACEP accreditation. As a program accreditation, NACEP's Standards apply only to courses offered for concurrent enrollment and do not prevent an institution from also offering articulated credit. • Concurrent enrollment courses, students, and faculty should be treated as consistently as possible with the college's practices for courses offered to on-campus college students. Institutions may have a registration and drop date calendar that is specific to concurrent enrollment (e.g., adjusted to align with the start of the high school terms). The CEP calendar should be as consistent as possible with the registration and add/drop calendar for matriculated college students (e.g., registration must occur within a certain number of weeks, class sessions, or percentage of the term; drop after a certain date results in a withdrawal on the transcript). However CEPs should not have registration processes or grading policies that allow high school students to try a course penalty-free by seeing how well they do in the course before registering, withdrawing, and/or transcripting a poor or failing grade. As with on campus

	policies for medical emergencies, military service, and other extraordinary situations, programs may choose to expunge CEP courses from a student's record if the student is not able to finish coursework through no fault of the student (e.g., the family moves to another school district mid-semester).

- Colleges should not allow retroactive registration, where students choose whether to register for college credit late in the term.

- A poor or failing grade should be transcripted for all CE students just as it would for students on campus. CE students should only be afforded opportunities to withdraw or otherwise minimize the impact of a probable low grade in the same manner as available to matriculated students on-campus.

- In some situations students take a year-long course in which the first semester is a high school course specifically designed to prepare students for the CEP course the following term. In this case it is permissible to not register students for the college course until the second term as long as the college content is limited to the second term. |

STUDENT STANDARD S2

S2 Standard	The CEP ensures its students meet the course prerequisites of the college/university.
S2 Required Evidence	1. Published outline of registration process provided to students and schools including any prerequisites for each college/university course administered through the CEP. 2. Description of process used to implement any prerequisite requirements.
Intent	• To confirm that for a given course, the same prerequisites apply to CEP students and on-campus students.
Recommended Supporting Materials	• Course descriptions that include relevant course prerequisites (also used to support C1 Standard).
Commentary	• Course prerequisites are typically described in the college course catalog, and might include suggested or required prior coursework, performance on college placement tests (Accuplacer, COMPASS, etc.), performance on standardized tests (ACT, SAT, etc.), or other demonstrations of skills or knowledge (e.g., foreign language proficiency, writing samples). • Any program eligibility requirements that are not course-specific are to be included in the Program Description. • The Standard refers to course prerequisites, not program prerequisites. • Class standing or GPA may be considered a course prerequisite. • If the prerequisites submitted are part of an online general college course catalog, there should be downloaded copies of the specific course descriptions (HTML, PDF, or screen shots included in Word), not just a generic link to the course catalog.

STUDENT STANDARD S3

S3 Standard	The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.
S3 Required Evidence	1. CEP publication addressing topics including, but not limited to, college/university student conduct policies such as academic integrity, consequences of plagiarism and academic dishonesty; advising issues such as prerequisites, pre-testing, course load and grading standards; and processes such as course cancellation, registration and credit transfer.
Intent	• To confirm that students and schools are informed of CEP and college/university policies and any consequences of policy violations.
Recommended Supporting Materials	• For online publications, provide downloaded copies (HTML or PDF). • Description of the process (if any) that informs CEP students of acceptance into program.
Commentary	• Describe and document how CEP students access and understand their rights and responsibilities, especially if your student publication is part of a general university website. If all the topics are not in a single publication or web page, include downloaded copies of each specific topic (not a vague 'see website'). Examples of documentation could be letters or emails to students, or online or in-person tutorials that introduce rights and responsibilities (e.g., lectures or webinars on plagiarism policies). • Many CEPs create student handbooks specifically for concurrent enrollment students. As much as possible CEP students should be treated the same as on-campus students; programs are encouraged to emphasize any college policies that are different from what students are accustomed to in high school.

ASSESSMENT STANDARD A1

A1 Standard	CEP students are held to the same standards of achievement as those expected of students in on campus sections.
A1 Required Evidence	1. Paired syllabi from on campus and CEP sections—one paired example from one course per discipline, with standards of achievement highlighted. 2. NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP. 3. A detailed description of processes and implementation used to assure standards of achievement are the same in CEP and on campus sections of corresponding courses. Include a description of how syllabi are reviewed, changed and approved.
Intent	• To confirm learning expectations and outcomes are the same for CEP and on campus students.
Recommended Supporting Materials	• • For foundational CEP courses student success in the next course in the sequence may provide evidence of the foundation laid by CEP coursework.
Commentary	• Reviewers want authentication that CEP course delivery is valid and as equivalent as possible to the campus course. • Assessment Standards refer to the assessment of student performance, not of instructor quality. • Standards of achievement are what students will be able to do or know once they have completed the course. These are sometimes known as learning objectives or learning outcomes, or course competencies. • Evidence should make clear that CEP students are being assessed at the same level of rigor as on-campus students. • Evidence should provide information on expectations of level of rigor, learning outcomes, course objectives, or performance level descriptions. • If there are differences between CEP and on-campus standards, include a rationale for the differences and explain the process used to affirm that CEP and on-campus learning objectives are aligned. • When providing evidence from each discipline, remain consistent with the list of disciplines and courses provided in the Program Description. • Each pair of syllabi should consist of two files with identical file names; one of the pair identified as CEP and the other as Campus. The relevant discipline should also be in the file name. For example, HIST H105 CEP and HIST H105 Campus. Although college/university-provided common course outlines or master syllabi may be used as templates, applicants should submit paired actual

syllabi, one from an on campus faculty member and one from a CEP instructor. For a given course the two may look exactly alike except for instructor name and location of course but reviewers want specific syllabi, not generic ones.

- The NACEP Assessment Standard Form letter should be completed by a faculty member (see definition of faculty liaison) who is directly engaged in the selection and training of CE instructors and/or provides ongoing oversight over courses in his/her discipline. In some institutions this may be a department chair, program of study coordinator, or academic dean with authority over curriculum and faculty in one or more related disciplines.

- Whether CEP and on-campus students are assessed using the same methods (Standard A3) will often be evident in documentation of Standard A1.

- Concurrent enrollment syllabi must include the college's name, course title, course number, course description, and any required syllabus policy elements in order to meet Curriculum Standard C1.

ASSESSMENT STANDARD A2

A2 Standard	The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.
A2 Required Evidence	1. NACEP Assessment Standard Form or statement addressing the standard, signed by faculty from each discipline offered by the CEP. 2. A detailed description of processes and implementation used to assure grading standards are the same in CEP and on campus sections of corresponding courses.
Intent	• To confirm that grading standards are the same for CEP and on-campus students.
Recommended Supporting Materials	• Report comparing GPAs in successive courses of matriculating former CEP students vs. on-campus non-CEP students (e.g., CEP English 1 students' grades in on-campus English 2 grades compared to other students' English 2 grades). • Description of how CEP instructors are made aware of the on-campus grading scale (curve) if common assessments are used. • Description of how campus rubrics, curves, benchmarking, or range finding are conveyed to CEP instructors.
Commentary	• Saying that students are graded on the same scale in both the on-campus and CEP sections does not indicate that the performance of a student who gets an A in the on-campus course is the same as that of a student in the CEP course. There should be campus-CEP faculty discussions about what 'A' student work looks like. What does it mean to earn an 'A?' • Reviewers want affirmation that high grades are assigned for outstanding performance, not for effort. • Some institutions have designed collaborative grading activities to ensure the norming of grades across sections, either during the semester or during training, where CEP and campus faculty review and grade student papers, exams, or assignments from course sections other than their own. • The NACEP Assessment Standard Form letter should be completed by a faculty member (see definition of faculty liaison) who is directly engaged in the selection and training of CE instructors and/or provides ongoing oversight over courses in his/her discipline. In some institutions this may be a department chair, program of study coordinator, or academic dean with authority over curriculum and faculty in one or more related disciplines When providing evidence from each discipline, remain consistent with the list of disciplines and courses provided in the Program Description.

ASSESSMENT STANDARD A3

A3 Standard	CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections.
A3 Required Evidence	1. Paired student assessments or syllabi from on campus and CEP sections—one paired example from each discipline for side-by-side comparison. 2. NACEP Assessment Standard Form or statement addressing the standard, signed by faculty from each discipline offered by the CEP. 3. A detailed description of processes and implementation used to assure assessment methods are the same in CEP and on campus sections of corresponding courses.
Intent	• To confirm that assessment methods are the same for CEP and on-campus students.
Recommended Supporting Materials	• No recommendations.
Commentary	• Syllabi for many courses do not include enough information for reviewers to make a valid judgment about how equivalent assessments are in a course. If the applicant provides only syllabi, reviewers may request sample assessments from a subset of disciplines (e.g., a half dozen). • Paired student assessments or syllabi should be organized in one folder. Each file name must include the discipline and identify the document as either a CEP or campus section. • Assessment of student performance in CEP and campus sections should be in similar format (e.g., performance task, portfolio, writing prompts, multiple-choice, extended essay). • Paired assessments should assess the same topics or concepts. For example, if submitting paired assessments for General Chemistry, if the campus assessment piece is a multiple choice test on thermodynamics then the CEP assessment piece should be a multiple choice test on thermodynamics. It should not be a multiple choice test on electron configurations or a lab report on titrations. • For a given course, the campus and CEP courses should use the same assessment strategies. For example, if an on-campus U.S. History course final grade is based on collective performance on a midterm blue book extended essay, three short papers, and a take-home final exam then the CEP course final grade should be similarly determined (not by eight tests and two final exams, all multiple choice). • The comparative rigor of the on-campus and CEP courses (Standard A1) will be evident in documentation of Standard A3.

	• The NACEP Assessment Standard Form letter should be completed by a faculty member (see definition of faculty liaison) who is directly engaged in the selection and training of CE instructors and/or provides ongoing oversight over courses in his/her discipline. In some institutions this may be a department chair, program of study coordinator, or academic dean with authority over curriculum and faculty in one or more related disciplines.
	• When providing evidence from each discipline, remain consistent with the list of disciplines and courses provided in the Program Description.

EVALUATION STANDARD E1

| E1 Standard	The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.
E1 Required Evidence	1. Survey instrument. If there is variation among departments, submit one sample of each type of evaluation instrument used.
	2. Sample of an evaluation report instructors receive regarding the college/university course. If there is variation among departments, submit one sample of each type of evaluation report used.
	3. Description of methodology and process used to report back to CEP instructors.
Intent	• To provide instructors with student feedback regarding the course.
Recommended Supporting Materials	• Documentation that similar information is reported to CEP and on-campus instructors.
Commentary	• Instructor names should be redacted.
	• The course evaluation instrument should be similar to, though not necessarily identical to, the one(s) used on campus.
	• Course evaluation of each section must occur every time a section is offered through the CEP, independent of how frequently on-campus evaluations occur.
	• E1 Standard refers to course evaluation, not instructor evaluation. If the college does an instructor evaluation, it could be combined with the course evaluation.
	• Programs find it helpful to aggregate responses by discipline in order to ascertain indications of collective needs for professional development.
	• Most colleges and universities conduct end of course evaluations shortly before the end of the semester; concurrent enrollment programs ought to follow a practice similar to that on campus.

EVALUATION STANDARD E2

E2 Standard	The CEP conducts an annual survey of CEP alumni who are one year out of high school. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
E2 Required Evidence	1. Survey instrument. 2. Summary report including (at a minimum) description of the methodology (addressing criteria in the standard), number of surveys sent and number of responses received, response rate, compilation of the data, & analysis of responses.
Intent	• To determine transfer credit recognition and track student college matriculation. • To inform and guide program improvement. • To gauge student satisfaction.
Recommended Supporting Materials	• Graphical representation of key summary data. • Lessons learned or key findings that indicate awareness and internalization of respondent's experiences.
Commentary	• CEPs are not required to meet specific response rates, but programs should make their best effort to achieve a statistically significant response rate. Experienced programs have found that is necessary to contact students through multiple methods (e.g., mail, e-mail, telephone, parents). • To follow up with non-respondents, many programs use unique codes or other mechanisms to determine who has and who has not responded. • Names and titles of all collaborators/researchers should be included. • The summary report (methodology, response rate, data compilation and analysis) should be separate from the coversheet. • Providing visual representation of results promotes greater understanding for reviewers and constituents; raw data without a summary or analysis is not helpful. If survey results are generated automatically by a survey software system, programs should also include a narrative analysis of the results. • Reviewers want to know how the program leverages information from the surveys and changes are planned or implemented based on feedback from constituents. • If the program is devising a plan to change survey processes or methods, an overview of the plan should be submitted. • CEPs that collect descriptive data (e.g., school name, race/ethnicity) via other means and can link that data to survey responses may exclude those questions from the survey. If descriptive data are collected via other means: (1) a description of its collection should be included and (2) the information should be presented, analyzed, and summarized with the essential questions.

EVALUATION STANDARD E3

E3 Standard	The CEP conducts a survey of CEP alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
E3 Required Evidence	1. Survey instrument. 2. Summary report including (at a minimum) description of the methodology (addressing criteria in the Standard), number of surveys sent and number of responses received, response rate, compilation of the data, and analysis of responses.
Intent	• To determine long range benefits to students of CEP participation.
Recommended Supporting Materials	• See Recommended Supporting Materials for Evaluation Standard E2.

Commentary	• See Commentary for Evaluation Standard E2. As of the 2012-13 academic year programs should administer the 2012 revised surveys available on the NACEP website.
	
	 • The summary report (methodology, response rate, data compilation and analysis) should be separate from the coversheet.
	
	 • Some strategies for keeping track of students include:
	     o regular emails during the school year, to learn of changes before students graduate,
	     o providing an email forwarding account on your college/university system,
	     o collaborating with high school alumni groups, institutional researchers at colleges and universities where many of your students matriculate,
	     o asking students to update their contact information prior to graduation, and
	     o collecting parent emails and addresses and asking them to forward surveys.

EVALUATION STANDARD E4

E4 Standard	The CEP conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
E4 Required Evidence	1. Survey instrument. 2. Summary report including (at a minimum) description of the methodology (addressing criteria in the standard), number of surveys sent and number of responses received, response rate, compilation of the data, and analysis of responses.
Intent	• To determine instructor, counselor, and principal perspectives. • To inform and guide program improvement.
Recommended Supporting Materials	• A description of any programmatic changes made as a result of survey feedback.
Commentary	• See Commentary for Evaluation Standard E2. As of the 2012-13 academic year programs should administer the 2012 revised surveys available on the NACEP website. • The summary report (methodology, response rate, data compilation and analysis) should be separate from the coversheet. • Although the three surveys ask some of the same questions, they are not identical. Reviewers will need to see results from each of type of survey respondent. • Programs may also want to compile results from all respondents, for parallel questions asked of all three groups.

NACEP

NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS

®
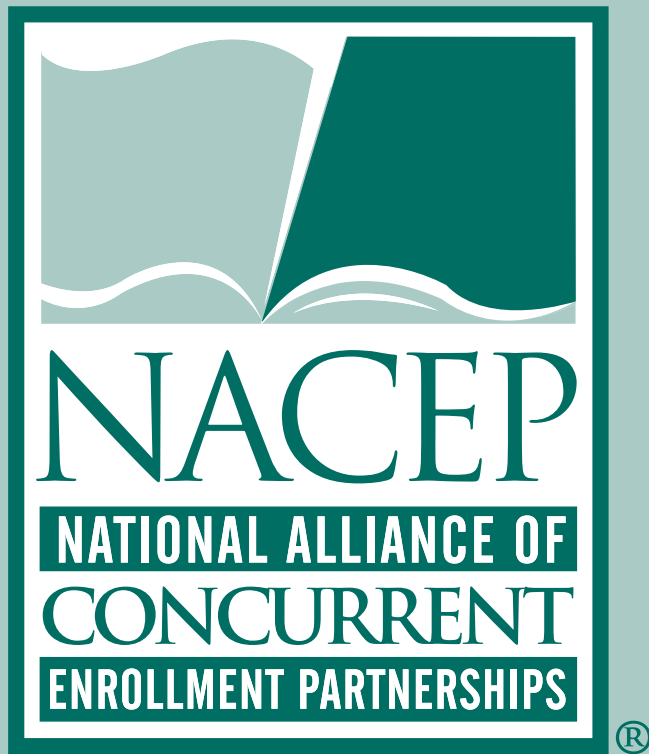
We ensure the excellence of concurrent enrollment programs through our national standards and accreditation and promote knowledge sharing, networking, and advocacy that supports our members and advances the field.

www.nacep.org