

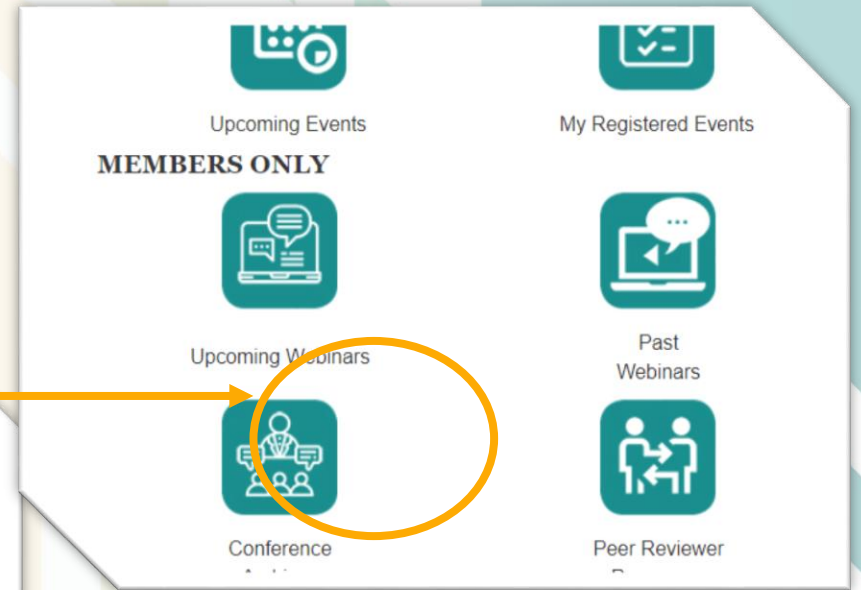
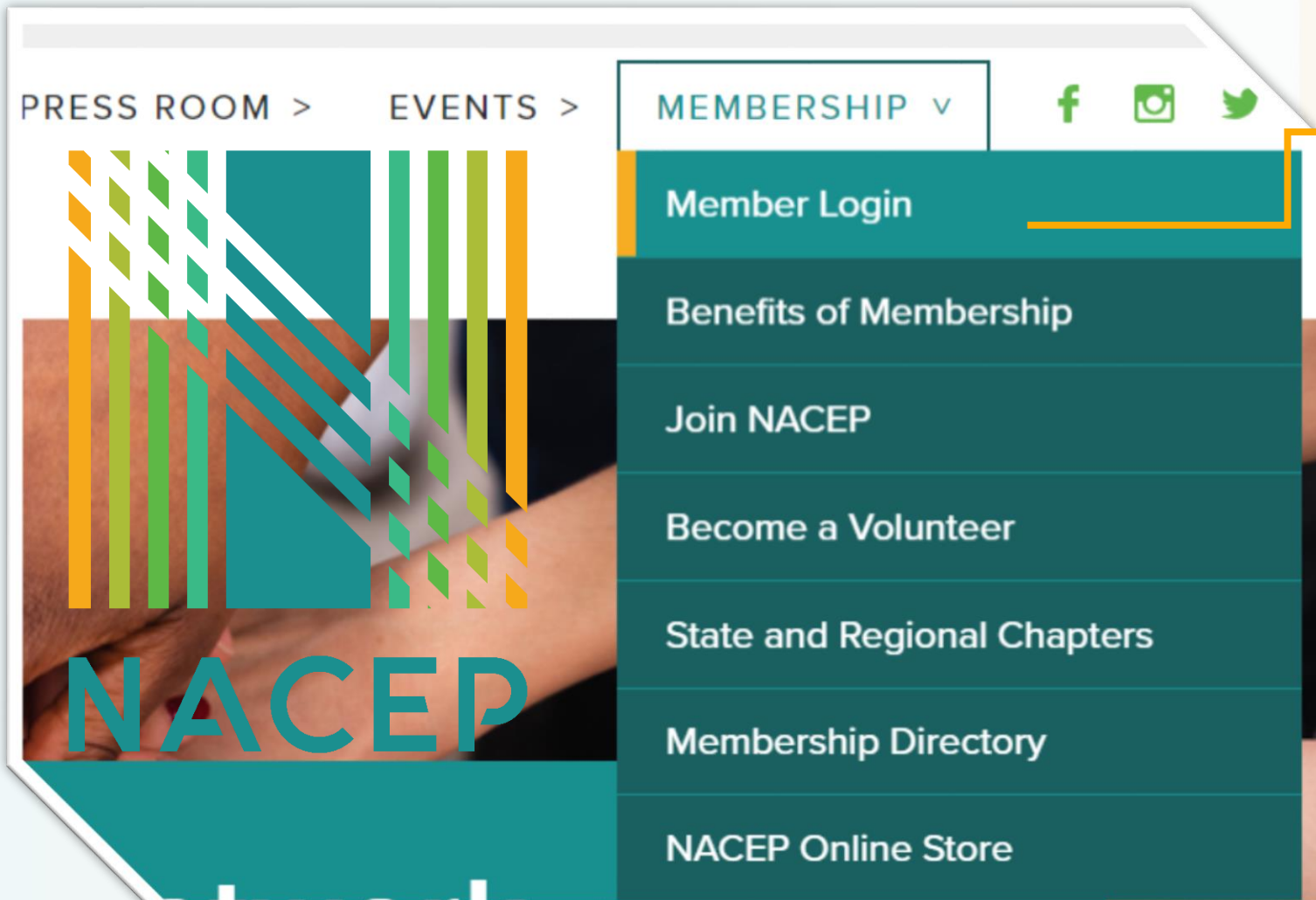
The NACEP 2021-22 Pre-Application Process & Timeline



*advancing quality college courses for high
school students*

This webinar will be Recorded!

Look for it posted under “Past Webinars”
in our Member Resources section of the
NACEP website



NACEP STAFF



From left to right

Freda Richmond, Accreditation Manager

Miranda Rodriguez, Director of Communications

Amy Williams, Executive Director

Jameka Eubanks, Office Administrator

Eric Hoover, Events & Operations Manager



NACEP is the first and only national organization supporting **programs**, **practitioners**, and **policy** to advance quality **concurrent and dual enrollment programs**.

Why Our Work Matters: Impact on Students

Access

- More likely to graduate high school, go to college, avoid remediation

Retention

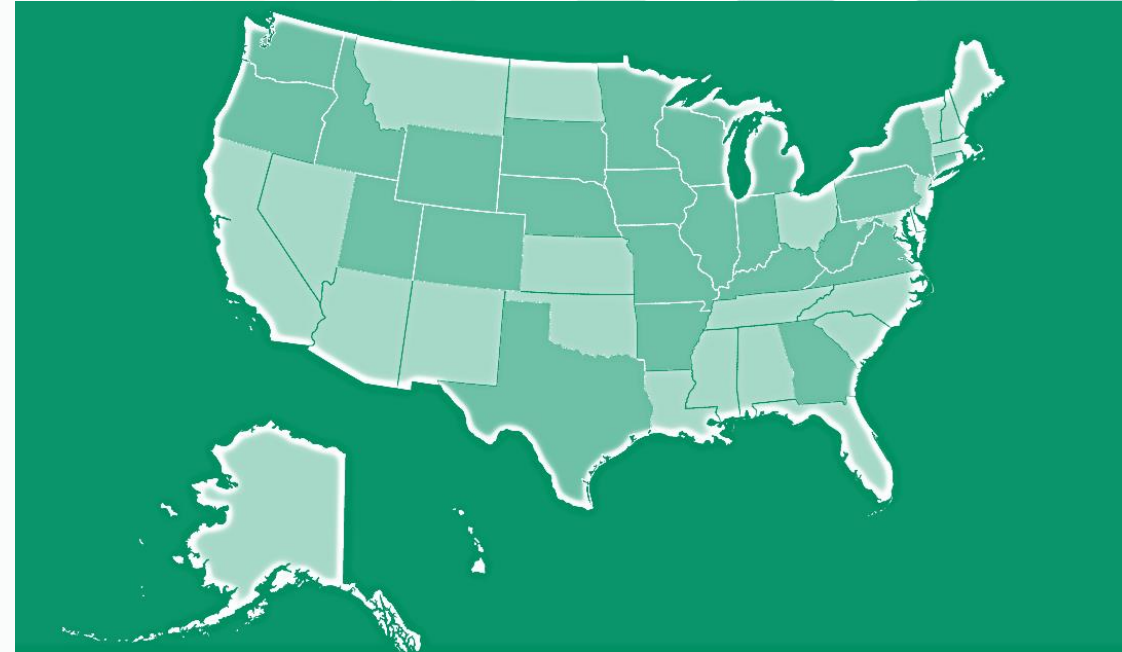
- Higher first year GPA's, higher rates of persistence, greater credit accumulation

Completion

- Higher rates of degree completion, more timely rates of completion

NACEP Membership

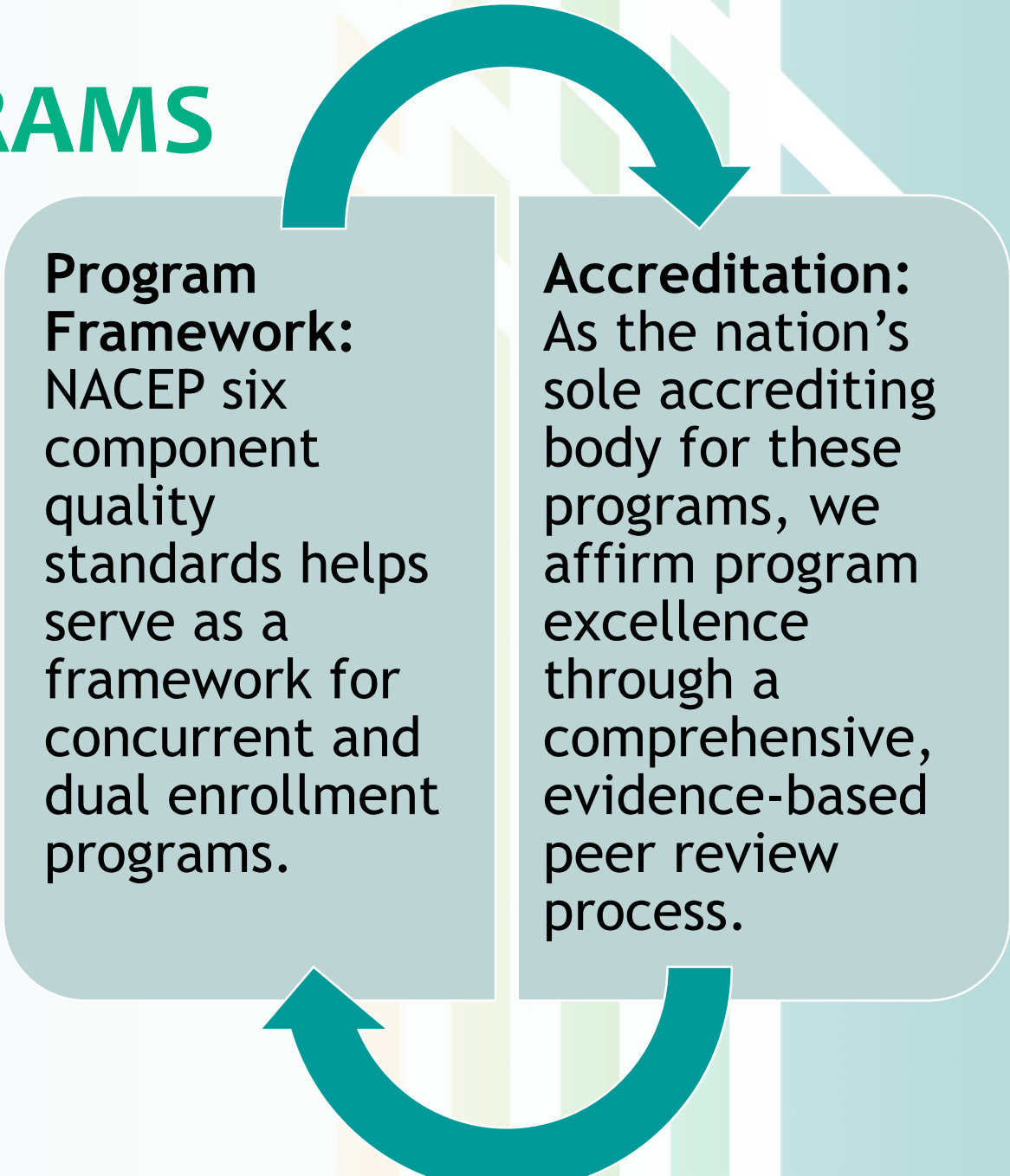
Type	#	%
Colleges and Universities	479	80%
School Districts and Individual High Schools	79	13%
State Education Agencies	29	5%
Partner Organizations	14	2%
Total	601	
Colleges and Universities with NACEP-Accredited Programs	116	23%



116 Accredited Programs
24 States

SUPPORTING PROGRAMS

NACEP supports concurrent enrollment program quality by providing a framework of rigorous standards and affirming excellence through accreditation.



Program Framework:
NACEP six component quality standards helps serve as a framework for concurrent and dual enrollment programs.

Accreditation:
As the nation's sole accrediting body for these programs, we affirm program excellence through a comprehensive, evidence-based peer review process.

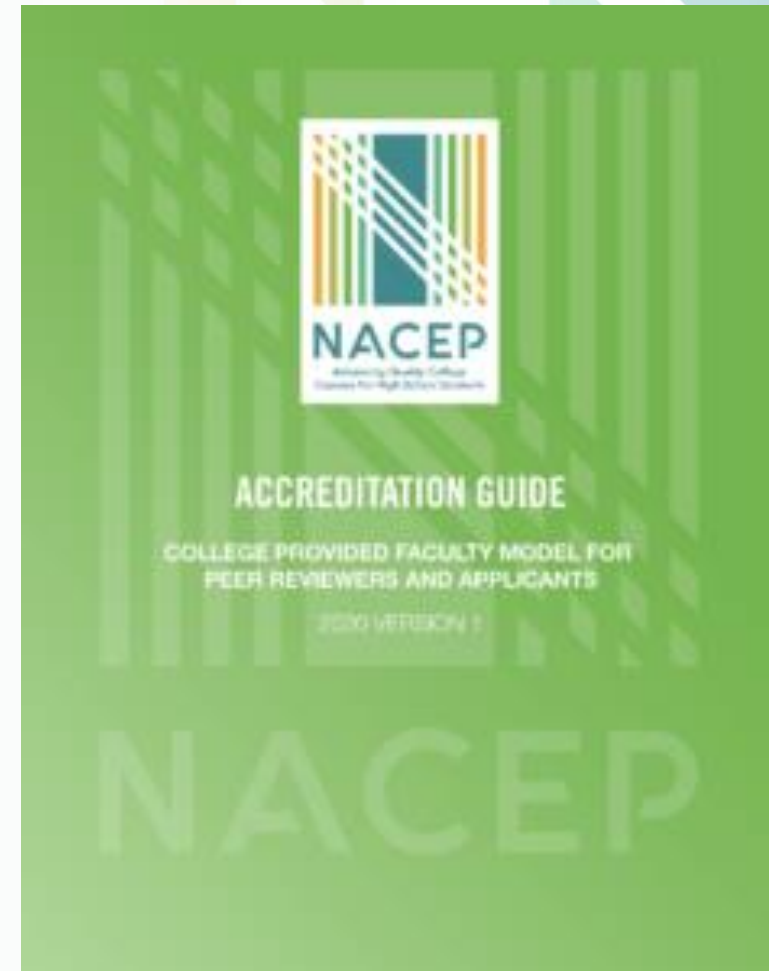
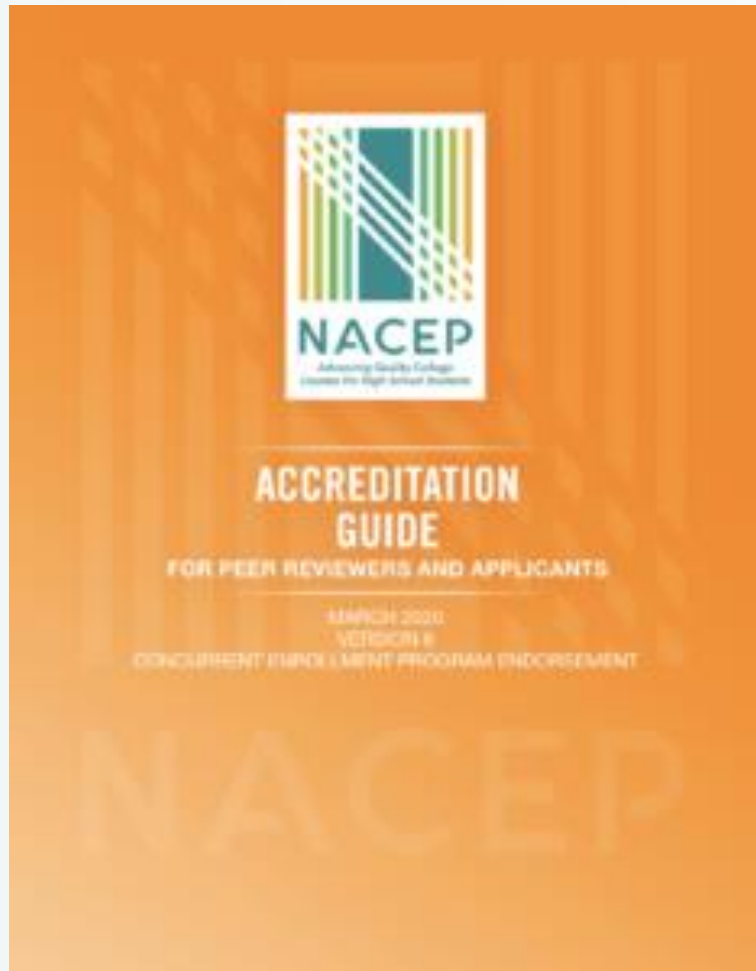
NACEP Standards are measurable criteria that address quality in concurrent enrollment and college are the basis for accreditation, but all programs can benefit by using the standards as a framework for program development and management.

NACEP Program Standard Areas:

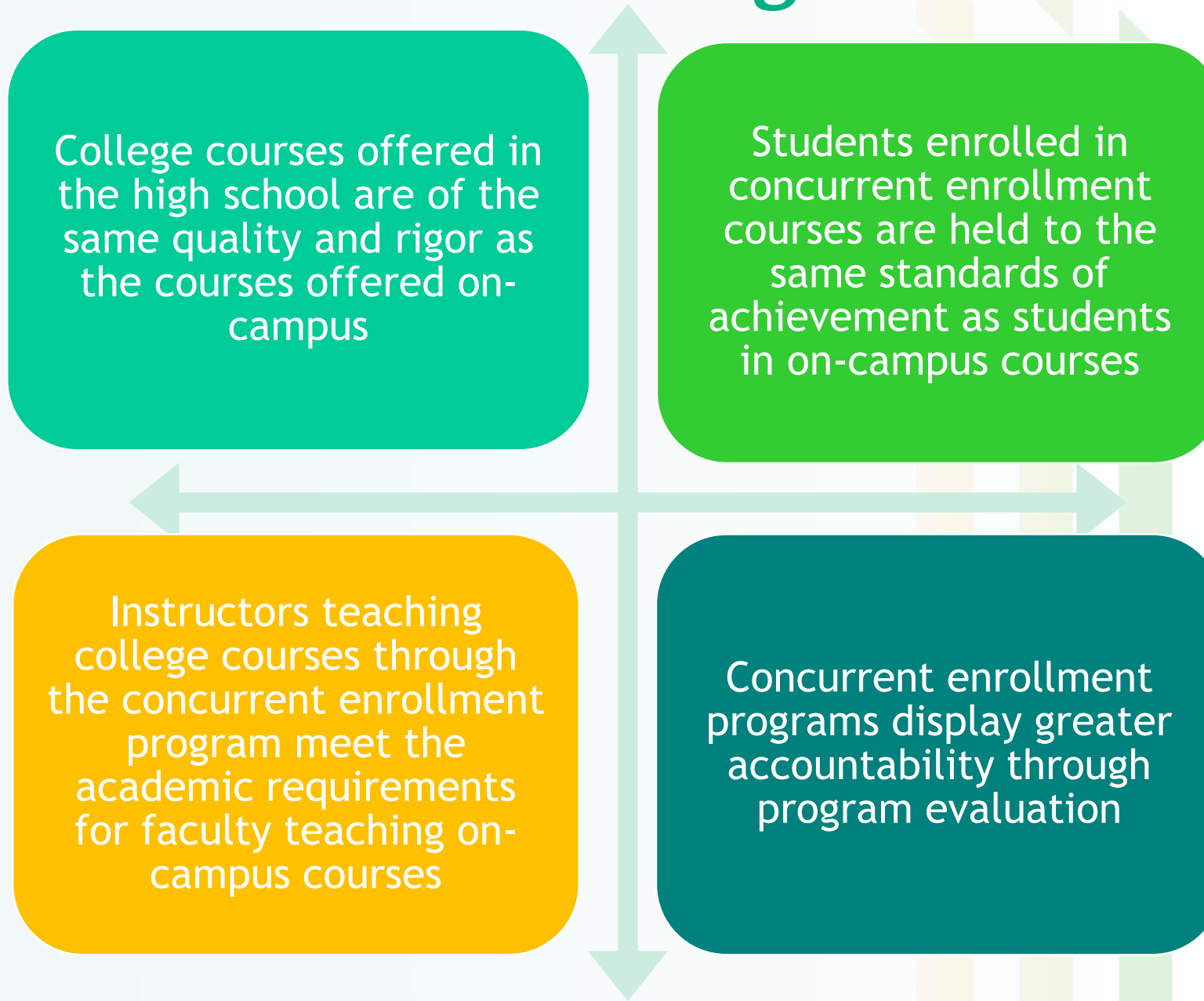
- ☐ Partnership
- ☐ Curriculum
- ☐ Faculty
- ☐ Students
- ☐ Assessment
- ☐ Program Evaluation



NACEP Accreditation Endorsements



Concurrent Enrollment Program Endorsement



College Provided Faculty Model Endorsement

CPF model is defined as any college-bearing courses taught to high school students by college provided faculty regardless of location or delivery method

Students enrolled in college provided faculty model courses are advised, enrolled, and supported as consistently as traditional students.

Faculty are informed about policies and practices in relation to teaching high school students

NACEP Accreditation

Endorsement for Concurrent Enrollment Program (CEP)

Endorsement for College Provided Faculty Model (CPF)

Evidence for CEP

Evidence for Both Endorsements

Evidence for CPF

Partnership Standards
List of Faculty Liaisons and
Description of Role

Partnership Standards
Organizational Chart
Description of Staff structure
College and University Mission
Statement/Strategic Plan
Description of on-going
Collaboration
Sample partnership agreement

Partnership Standards
No further documentation

Faculty Standards
Instructor Hiring and Credentials
New Instructor Discipline
Specific Training
Veteran Instructor Discipline
Specific Training
Instructor Manual/Non-Compliance

Faculty Standards
Instructor Hiring, Evaluation
and Qualifications
Administrative Orientation
Training on Teaching HS Students

Curriculum Standards
Paired Syllabi
Statement of Equivalency Site
Visit Report and Tracking

Curriculum Standards Link to Course
Catalog List of Courses Offered to
HS Students

Student Standards Published
Materials on Processes and
Policies

Student Standards
Letter from Registrar
Sample Student Transcript
Registration Calendar
Published Registration Process
Pre-requisite Verification
Evidence of Availability of Learning Resources
Evidence of Availability of Student Support Services
Description of Advising Process

Student Standards Links
to Web Resources
For Online Classes, evidence of
technology, learning and
student support services

Assessment Standards
Statement of Equivalency
Paired Student Assessments

Assessment Standards Description
of Course Assessment Process
Sample Reports/Assessment

Evaluation Standards
Course Evaluations: Survey Instrument,
Report, & Process
Evaluation Report: Methodology, Findings,
Planned Improvements



Benefits of Accreditation

Ensure Rigor

Ease Credit
Transfer and
Recognition

Faculty to
Faculty
Collaboration

Consistent
Expectations

Clear
Accountability

Commitment
to
Sustainability

NACEP Accreditation Criteria

- Operated by Institution of Higher Learning
- Accredited by U.S. Department of Education Regional Institutional Accrediting Agency
- NACEP Post Secondary Member in Good Standing
- Continuously offered NACEP defined concurrent enrollment courses (3 consecutive years)
- Implemented NACEP Standards prior to application submission



Rapid Self Assessment

Curriculum and Assessment Standards

NACEP

<u>Standard</u>	<u>Is the CEP Practice/Policy currently in practice and documented?</u>	<u>Yes</u>
A1	Processes are in place to ensure that grading scales and assessment methods are the same for CEP courses as on campus sections.	<input type="checkbox"/>
C1	Every course taught through the CEP is in the college/university course catalog and have the same course title, number, designation, credits, and course description as those appearing in the college course catalog.	<input type="checkbox"/>
C2	Processes are in place to ensure that Faculty can affirm that CEP courses reflect the overall learning objectives, pedagogical and philosophical approach of college course/discipline.	<input type="checkbox"/>
C3	Site visits are conducted by Faculty Liaisons to CEP instructor classrooms in each discipline to verify delivery of the college course (content, pedagogy, assessment, etc.) and site visits are tracked and documented.	<input type="checkbox"/>

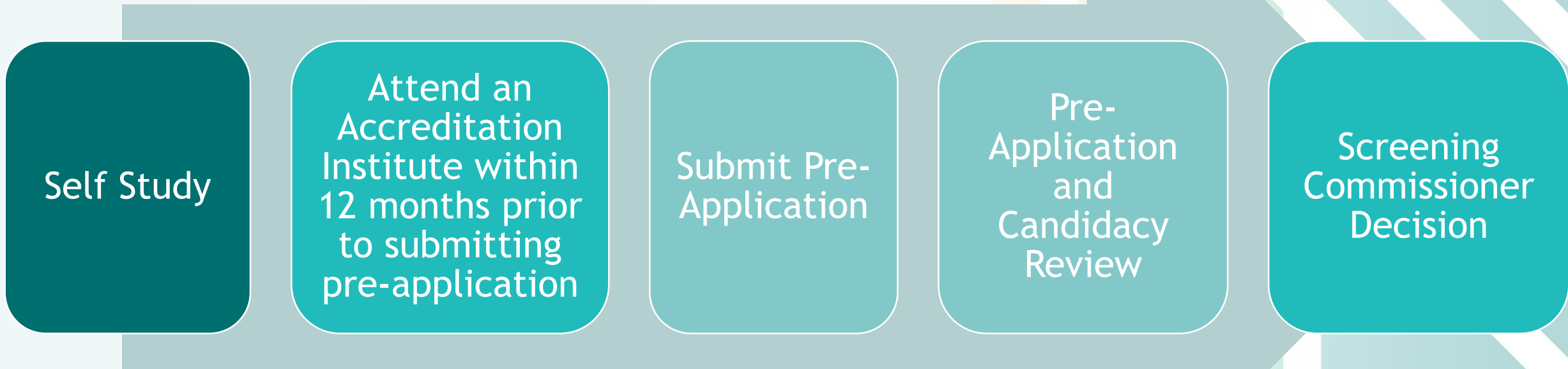
What successful strategies are already in place at our college?	Where do they need to be done more regularly and institutionalized college-wide?	Where does our college have the furthest to go in meeting these Standards?

Faculty Standards

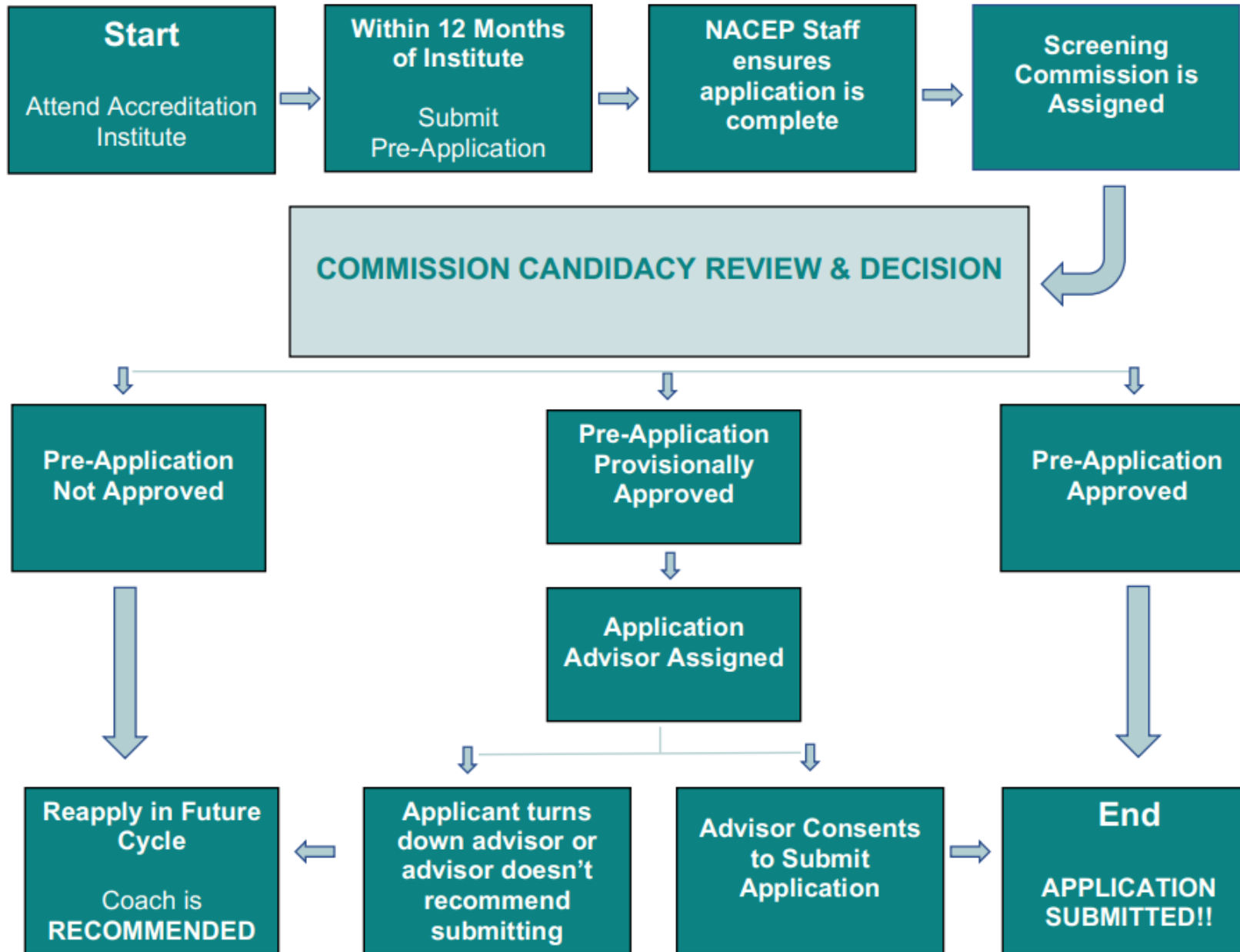
F1	Appropriate college/university academic leadership approve CEP instructors prior to their teaching a college/university class.	<input type="checkbox"/>
	The CEP, with the academic departments, has published criteria for accepting CEP instructors as adjunct or equivalent status.	
F2	Course-specific training is provided to each new CEP instructor prior to his or her teaching the college's course.	<input type="checkbox"/>
F3	The postsecondary institution offers required discipline-specific professional development activities (at least annually) led or approved by faculty and tracks CEP instructor participation.	<input type="checkbox"/>
F4	There is a policy and procedures guide that includes clear consequences for non-compliance for all instructors. There is administrative orientation for new instructors.	<input type="checkbox"/>

What successful strategies are already in place at our college?	Where do they need to be done more regularly and institutionalized college-wide?	Where does our college have the furthest to go in meeting these Standards?

The Pre-Application Accreditation Process



Accreditation Pre-Application Process



Pre-Application Timeline

Winter 2021

- Monday Jan. 4th Pre-Application Launch
- Friday Feb 26th Pre-Application Deadline
- Screening Commissioner Introduction & Communication

Spring 2021

- Screening Commissioner Decision
- Application Advisor Assignment (if required)

Pre-Application Process

The Pre-Application Packet submitted online and includes questions about:

- ✓ NACEP endorsement model (CEP and/or CPF)
- ✓ Institutional characteristics
- ✓ Program size
- ✓ A list of courses offered for concurrent enrollment, organized by discipline
- ✓ Questions to gauge your readiness to apply
- ✓ Contact information
- ✓ If applying for the CEP Endorsement, please upload the following coversheets:
P1, P2, F2, A1, C3, S3, S4, E2
- ✓ If applying for the CPF Endorsement, please upload the following coversheets:
P1, P2, F2, A1, C2, S3, S4, E2
- ✓ If applying for both endorsements, you can upload one coversheet for P1, P2, S4, E2 and Program Description

Program Description

Program Context

- Basic statistics
- Size and scope
- History and place within college
- Relevant policies and laws
- Mixed courses
- Geography
- Student eligibility
- Payment
- Discipline list – only NACEP-defined CEP or CEP courses

Program Description



Institution		
Program Name		Number of Disciplines
Number of Unduplicated Students		Number of Instructors
Credit Hours Awarded		Number of Courses
Number of Faculty Liaisons		Number of Sections
Number of High Schools		Average Class Size

Data provided above should be for the **current academic year completed by June 15**, only for courses meeting NACEP's definition of **concurrent enrollment**: college credit-bearing courses taught to high school students by college-approved high school teachers. 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.

Describe the program in this cover sheet. Include program history and development, whether mixed classes* are allowed and 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. Include as a separate document a list of disciplines and the names of courses you offer within each discipline (a recommended template is available on the NACEP website). Use the list of disciplines already approved by the Commission as the basis for organizing your application - which should consistently provide evidence for each discipline for standards Faculty 2, Faculty 3, Assessment 1, Curriculum 2 and Curriculum 3.

Explain how the program fits into your institution as a whole; provide a framework for understanding the depth and breadth of the program. Describe any relevant state policies, regulations, statutes, and laws.

Discipline List

College/University Name

Concurrent Enrollment Courses Offered by Discipline

School Year 2014-15

18 courses spanning 6 disciplines

College or Division	Department (if applicable)	Discipline #	Discipline	Course #	Course Title	Faculty Liaison	# of CE Teachers
Liberal Arts	English	1	English	ENG 101	Rhetoric and Composition I	D. Stilwell	15
Liberal Arts	English		English	ENG 103	Fundamentals of Creative Writing	M. Graham	1
Liberal Arts	English		English	ENG 105	Introduction to Literature	J. Galbus	4
Liberal Arts	French	2	World Languages	FREN 203	Intermediate French I	J. Jensen	4
Liberal Arts	French		World Languages	FREN 204	Intermediate French II	J. Jensen	3
Liberal Arts	Spanish		World Languages	SPAN 203	Intermediate Spanish I	D. Hitchcock	7
Liberal Arts	Spanish		World Languages	SPAN 204	Intermediate Spanish II	D. Hitchcock	4
Nursing & Health Professions	Health Professions	3	Health Professions	HP 115	Medical Terminology for Health Professions	E. Elkins	12
Nursing & Health Professions	Health Professions		Health Professions	HP 211	The Healthcare Delivery System	E. Elkins	2
Science, Engineering & Education	Biology	4	Biology	BIOL 105	Biology of Human Concern	B. Kalvelage	9
Science, Engineering & Education	Biology		Biology	BIOL 133	Biological Concepts	H. Maurice	1
Science, Engineering & Education	Biology		Biology	BIOL 210	Environmental Conservation	B. Summers	2
Science, Engineering & Education	Chemistry	5	Chemistry	CHEM 107	Elements in Everyday Chemistry	J. Seyler	10
Science, Engineering & Education	Chemistry		Chemistry	CHEM 141	Principles of Chemistry	J. Seyler	8
Science, Engineering & Education	Chemistry		Chemistry	CHEM 261	General Chemistry I	J. Seyler	1
Science, Engineering & Education	Physics & Earth Sciences	6	Physics & Earth Sciences	GEOL 112	Earth System Science	J. Durbin	1
Science, Engineering & Education	Physics & Earth Sciences		Physics & Earth Sciences	GEOL 161	Physical Geology	J. Durbin	3
Science, Engineering & Education	Physics & Earth Sciences		Physics & Earth Sciences	PHYS 101	Introduction to the Physical Sciences	K. Purcell & K. Scheller	11

COVID-19 Recommendations

Document
Document
Document



COVID-19 Resources

Resource Center

Explore our resource library for expert insights in dual and concurrent enrollment.

FILTER BY:

Search ...

RESOURCE TYPES

- Best Practices
- College and Career Readiness
- COVID-19 Resources
- CTE
- Equity
- Fast Facts
- Federal Policy
- Funding Models
- Literature Reviews
- Members Only
- NACEP Publications
- NACEP Standards
- National Reporting
- Post Secondary
- Public Webinars
- Research
- Secondary
- State Policy
- State/System Reports
- Student Outcomes
- Surveys
- Teacher/Faculty Qualifications
- Toolkits

SUBMIT

Found 93 Results

Page 1 of 31

NEXT

AUGUST 13, 2020 / PUBLIC WEBINARS

LEARN HOW ONLINE LEARNING PLATFORMS CAN HELP FACILITATE NACEP ACCREDITATION, PRESENTED BY PEARSON

Now more than ever schools are turning to online learning, so why not utilize online learning platforms to help your program with accreditation? NACEP accreditation recognizes programs that have consistently met or exceeded rigorous, peer-reviewed...

VIEW DETAILS

AUGUST 13, 2020 / COVID-19 RESOURCES / EQUITY / NACEP PUBLICATIONS / POST SECONDARY / SECONDARY / STATE POLICY

PRIORITIZING EQUITY IN DUAL ENROLLMENT

This Policy Brief defines dual enrollment and common barriers to entry for historically underserved student populations. It identifies three opportunities for policies to expand access and make it more equitable. Read More

VIEW DETAILS

AUGUST 11, 2020 / BEST PRACTICES / COVID-19 RESOURCES / NACEP PUBLICATIONS / POST SECONDARY / SECONDARY

PLANNING FOR PANDEMIC DISRUPTION

Concurrent Enrollment Partnerships (CEPs) face unprecedented disruption and much uncertainty in the months ahead. NACEP has compiled these two guides for programs to help them navigate the complexities of their programs in a time when...

VIEW DETAILS

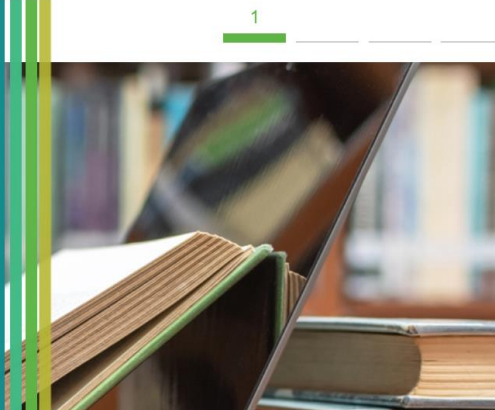
NEXT

SEPTEMBER 14, 2020 /

New NACEP Publication: Planning for Pandemic Disruption

Concurrent Enrollment Partnerships (CEPs) face unprecedented disruption and much uncertainty in the months ahead. NACEP has compiled these two guides for programs to help them navigate the complexities of their programs in a time when they are prone to disruption.

 READ MORE



PLANNING FOR A DISRUPTED SCHOOL YEAR

RECOMMENDATIONS FOR
CONCURRENT ENROLLMENT PARTNERSHIPS

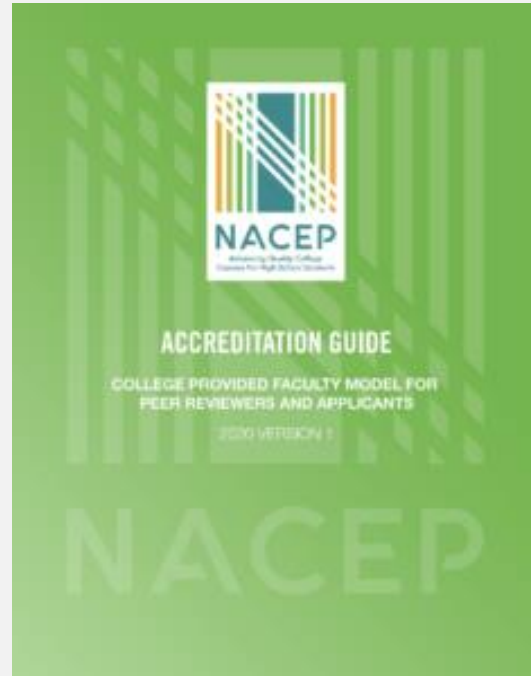
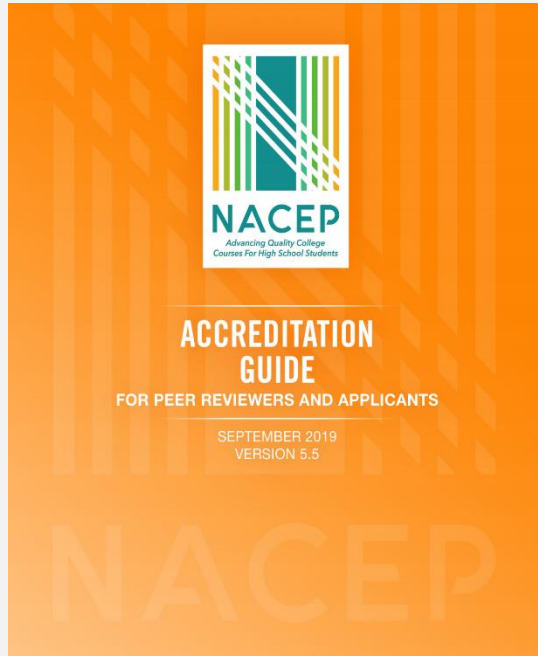


NACEP QUALITY STANDARDS & PANDEMIC DISRUPTION

A Resource for Programs Navigating
Accreditation & Reaccreditation



Accreditation Resources



Accreditation Guide(s)
Program Evaluation Guide
Survey Guide

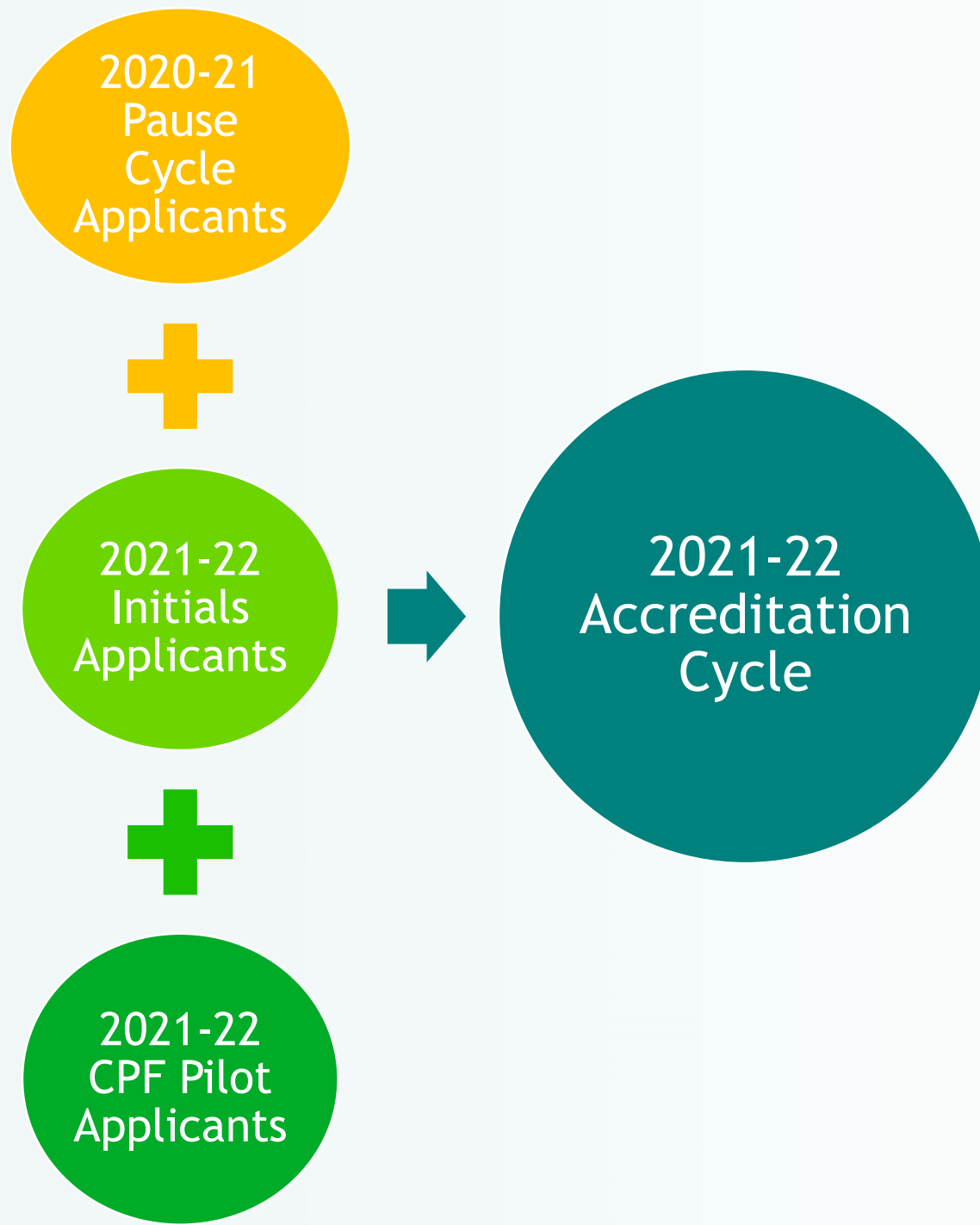
Accreditation Resources and Application Forms

+ NACEP ACCREDITATION GUIDES

+ SELF STUDY RESOURCES

+ EVALUATION SURVEY TEMPLATES

+ APPLICATION FORMS & COVER SHEETS



Accreditation Cycle Timeline

January 2021 - Pre-Application based on 20-21 Academic Year:

- Initial Applicants
- College Provided Faculty Model (CPF) Pilot

July 2021 - Accreditation Application Submission:

- 2020-21 Applicants
- Initial Applicants
- College Provided Faculty Model (CPF) Pilot

May 2022 - Accreditation Commission Vote

Accreditation Application & Membership

- Pre-application Fee: \$200
 - Application Advisor: \$750 service fee (if required)
- Application Endorsement Processing Fee: \$500
 - Additional Endorsement: \$100
- Post-Secondary Institution Membership Fee: \$560

Accredited Member Maintenance

- Pay Annual Membership Fees
- Apply for Re-Accreditation
 - 5 Years - Initial Accreditation
 - 7 Years - Re-Accreditation
- Volunteer: (once every 3 years)
 - Peer Reviewer
 - Commissioner
 - Board
 - Committee Member
- Submit Annual Report



Questions



Freda Richmond

Accreditation Manager

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