

APPENDIX B –STATEMENT OF EQUIVALENCY GUIDELINES

NACEP Statement of Equivalency Guiding Questions

I. Academic freedom:

- How does the college or department define academic freedom? What level of variation might occur across campus sections of the same course?
- To what extent is academic freedom permitted in the CEP course? How does it compare to that allowed on campus?

II. Student learning outcome:

- How are the learning outcomes for your courses developed within your department? If learning outcomes are not the same across sections of a course, describe the department's approach and extent of variation in campus and CEP learning outcomes.
- How do you assure that CEP instructors are teaching to the student learning outcomes (i.e. orientation, professional development, site visits, etc.)? If relevant, describe an experience when a CEP instructor was not adhering to the expectations for the course.
- How are department revisions to student learning outcomes communicated to CEP instructors?

III. Syllabi review:

- When are new syllabi initially reviewed and approved? Who conducts this review?
- Detail the approach to evaluating a new syllabus, including the minimum components or areas of most importance. If not described above, address how consistent learning outcomes are assured. How are any required changes to a new syllabus communicated?
- Beyond the initial review, explain how the department ensures CEP syllabi are up to date.
- Discuss any important differences between the execution of the course on campus and in the CEP, addressing how the syllabus upholds the integrity of the college course.

IV. Assessment review:

- Describe how your department assures that CEP assessments are comparable in rigor to those on campus (i.e., share samples from campus, review CEP assessments, professional development, etc.).
- Describe how your department assures that grading standards are comparable between the CEP and campus course (i.e., review of syllabi and graded work, rubrics, grade norming, assessment data collection, etc.). This goes beyond grading scales, including how assignments are graded and how final grades are calculated.

V. Theoretical/philosophical orientation of the on-campus department:

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- **What is your department’s approach to the discipline? Are there certain hallmarks or best practices? How is this philosophy or approach reflected in the CEP courses?**
- **How do CEP courses, instructors, and students fit into your department or program’s goals, outcomes, or structure? For example, to what extent are CEP instructors treated like adjuncts or included in decision-making, meetings, etc.? To what extent is the CEP considered in departmental discussions of identity, policy or program changes, and future courses or degrees?**
- **Describe how your department builds relationships with CEP instructors and students.**