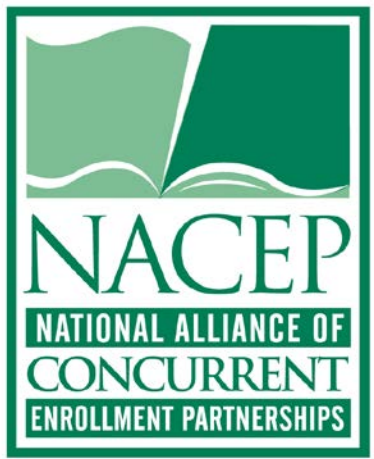


Conducting a NACEP Accreditation Self Study



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Program Benefits of NACEP Accreditation

- Standards lead to consistency among departments and schools
- Document practices that ensure rigor (content, assessments, pedagogy)
- Overview: Makes visible the CEP's knowledge of CEP "events" such as orientation and professional development"

NACEP Accreditation

Acknowledgement of “Markers of Excellence”

Constituent and Institutional Benefits

- Credit Recognition
- Teachers have ongoing access to discipline specific professional development
- Continuous faculty -to- faculty relationship
- Program Agency
 - oversight of credit course delivery
 - articulation; knowledge of the end point serves to ramp up the high school achievement path

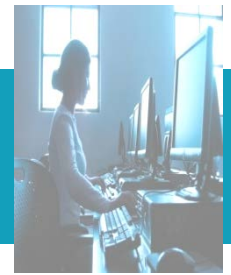


NACEP National Standards and Evidence

- Faculty
- Curriculum
- Assessment
- Students
- Evaluation



NACEP Faculty Standards



CEP's can not exist without exceptional, qualified high school teachers and faculty partners

Faculty 1 (F1)

- CEP instructors are approved by the respective college/university departments and meet academic department requirements for teaching the college/university course.

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.

NACEP Faculty Standards



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 in the 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).

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.

NACEP 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)

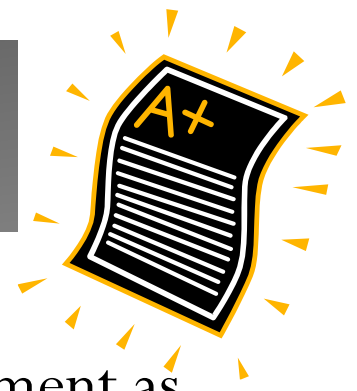
- The CEP ensures its students meet the course prerequisites college/university.



Student 3 (S3)

- The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.

NACEP 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.

NACEP 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.

NACEP Program Evaluation Standards

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.

NACEP Resources
<http://nacep.org>



Q & A