

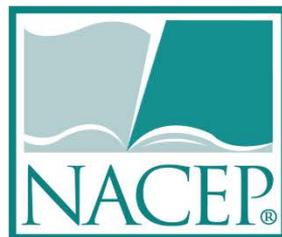


# NACEP's Newly Revised National Standards

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National Alliance of

**Concurrent Enrollment Partnerships**

*Advancing quality college courses in high school*

# Program Description



## Program Description

Institution	<input type="text"/>		
Program Name	<input type="text"/>	Number of Disciplines	<input type="text"/>
Number of Unduplicated Students	<input type="text"/>	Number of Teachers	<input type="text"/>
Semester Hours Awarded Last Year	<input type="text"/>	Number of Courses	<input type="text"/>
Number of Faculty Liaisons	<input type="text"/>	Annual Number of Sections	<input type="text"/>

Describe your program. Include program history and development, number of high schools, average class size, whether mixed classes\* are allowed, geographic extent, and who pays for courses (student, school, or district). 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, statutes, and laws.

To provide a framework for understanding the CEP and how it fits in the institution

# Curriculum Standards

## Curriculum 1

Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.

To confirm that the postsecondary institution identifies the courses taught through the CEP as its own by designation, transcription, and 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 for the sole purpose of enrolling CEP students).

# Curriculum Standards

## C1 Required Evidence

- 1) A college/university catalog or a link to an on-line college/university catalog.
- 2) A comprehensive list of all courses offered through the CEP with descriptions that are publicly available from the college/university.

To confirm that the postsecondary institution identifies the courses taught through the CEP as its own by designation, transcription, and 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 for the sole purpose of enrolling CEP students).

# Curriculum Standards

## Curriculum 2

College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.

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.

# Curriculum Standards

## 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.

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.

# Curriculum Standards

## Curriculum 3

**Faculty** site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.

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.

# Curriculum Standards

## 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.

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.

# Faculty Standards

## Faculty 1

CEP instructors are approved by the respective college/university **academic department** and meet the **academic department's requirements** for teaching the college/university courses.

To verify that CEP instructors meet post-secondary academic requirements as stipulated by departments and to verify instructor approval process.

# Faculty Standards

## 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).

To verify that CEP instructors meet post-secondary academic requirements as stipulated by departments and to verify instructor approval process.

# Faculty Standards

## Faculty 2

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.

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.

# Faculty Standards

## 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.

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.

# Faculty Standards

## Faculty 3

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.

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.

# Faculty Standards

## 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.

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.

# Faculty Standards

## Faculty 4

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).

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 the postsecondary institutions to take action when CEP instructors are not engaged or are not delivering the course according to the college's standards.

# Faculty Standards

## F4 Required Evidence

- 1) Published procedures and/or policies from the CEP addressing non-compliance.

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 the postsecondary institutions to take action when CEP instructors are not engaged or are not delivering the course according to the college's standards.

# Student Standards

## Student 1

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.

To confirm that CEP students are college students and have an official college record.

# Student Standards

## S1 Required Evidence

- 1) Official letter from the college/university registrar verifying compliance with the standard.

To confirm that CEP students are college students and have an official college record.

# Student Standards

## Student 2

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

To confirm that for a given course, the same prerequisites apply to CEP students and on-campus students.

# Student Standards

## 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.

To confirm that for a given course, the same prerequisites apply to CEP students and on-campus students.

# Student Standards

## Student 3

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

To confirm that students and schools are informed of CEP and college/university policies and any consequences of policy violations.

# Student Standards

## 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.

To confirm that students and schools are informed of CEP and college/university policies and any consequences of policy violations.

# Assessment Standards

## Assessment 1

CEP students are held to the same standards of achievement as those expected of students in on campus sections.

To confirm learning expectations and outcomes are the same for CEP and on campus sections.

# Assessment Standards

## 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.

To confirm learning expectations and outcomes are the same for CEP and on campus sections.

# Assessment Standards

## Assessment 2

The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.

To confirm that grading standards are the same for CEP and on campus students.

# Assessment Standards

## 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.

To confirm that grading standards are the same for CEP and on campus students.

# Assessment Standards

## Assessment 3

CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on campus sections.

To confirm that assessment methods are the same for CEP and on campus students.

# Assessment Standards

## 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 the processes and implementation used to assure assessment methods are the same in CEP and on campus sections of corresponding courses.

To confirm that assessment methods are the same for CEP and on campus students.

# Program Evaluation Standards

## Evaluation 1

The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.

To provide instructors with student feedback regarding the course.

# Program Evaluation Standards

## 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 between departments, submit one sample of each type of evaluation report used.
- 3) Description of methodology and process used to report back to CEP instructors.

To provide instructors with student feedback regarding the course.

# Program Evaluation Standards

## Evaluation 2

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.

To determine transfer credit recognition and to track student college matriculation.

To inform and guide program improvement.

To gauge student satisfaction.

# Program Evaluation Standards

## 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, and analysis of responses.

To determine transfer credit recognition and to track student college matriculation.

To inform and guide program improvement.

To gauge student satisfaction.

# Program Evaluation Standards

## Evaluation 3

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.

To determine long range benefits to students of CEP participation.

# Program Evaluation Standards

## 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.

To determine long range benefits to students of CEP participation.

# Program Evaluation Standards

## Evaluation 4

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.

To determine teacher, counselor, and principal perspectives.

To inform and guide program improvement.

# Program Evaluation Standards

## 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.

To determine teacher, counselor, and principal perspectives.

To inform and guide program improvement.