NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS

NACEP®

HOW TO ENSURE YOUR PROGRAM IS EXCEPTIONAL: AN INTRODUCTION TO NACEP'S STANDARDS

NACEP Executive Director Adam Lowe

**NACEP Accreditation Commission Chair
Jaclyn Dumond, University of Southern Indiana**

**NACEP Accreditation Commission Vice Chair
Victoria Zeppelin, Tompkins Cortland Community College**

**NACEP Accreditation Commission Member-At-Large,
Marian Borgmann-Ingwersen, Nebraska Wesleyan
University**

Type your questions at any time in the chat window.

HISTORY

1950s	First concurrent enrollment programs
1997-99	NACEP Established
2002	Standards Adopted
2004	First Programs Accredited
2009	Standards Revised
2013	Accreditation Commission Established
Today	97 programs currently accredited

Importance of Standards and Quality

- Uphold the reputation of concurrent enrollment

- Benchmarks for continuous program improvement

- Leverage to gain commitments from college faculty and/or administration

- Aids students in credit recognition and transfer

- Retain institutional accountability and autonomy and prevent over-reaching regulatory oversight

Accelerated Learning Options
for High School Students

Dual Enrollment
Dual Credit

Credit by Exam

Other Models

Concurrent Enrollment

Advanced Placement

International Baccalaureate

NACEP Standards
Guiding Principles

A high quality concurrent enrollment program is one where:

- Concurrent enrollment **students** are held to the same expectations as on campus students

- Concurrent enrollment **course curriculum and assessment** is as equivalent as possible to on campus courses

- Concurrent enrollment **faculty** meet the same requirements for on campus instructors, and are provided support by college faculty in their discipline

- A college displays greater accountability for concurrent enrollment programs through ongoing **program evaluation** and academic oversight to ensure the academic integrity of its courses, regardless of where they are taught and by whom

CURRICULUM STANDARDS 101

Curriculum 1 – Every CEP course is in the catalog and taught on campus. Course title, description and number of credits are identical.

Curriculum 2 – CEP courses reflect the college department's philosophical and pedagogical approach.

Curriculum 3 – Faculty site visits in each discipline.

Faculty Standards 101

Faculty 1 – Academic departments review/approve applicants according to own criteria.

Faculty 2 – Discipline-specific professional development before teaching.

Faculty 3 – Discipline-specific professional development offered annually.

Faculty 4 – Attendance/compliance expectations outlined.

Student Standards 101

Student 1 – Enrollments and grades recorded on official transcript. Registration, withdrawal, grading and transcript policies consistent with on-campus policies.

Student 2 – Comparable course pre-requisites and placement procedures.

Student 3 – Student handbook or equivalent.

ASSESSMENT STANDARDS 101

For both CEP and on-campus sections….

Assessment 1 – Consistent learning expectations and outcomes.

Assessment 2 – Consistent grading scales.

Assessment 3 – Consistent methods used to assess student work.

Program Evaluation Standards 101

Evaluation 1 – End-of-course evaluations, each section, every time.

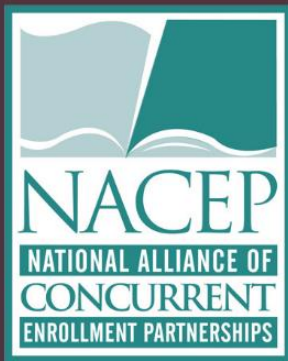**Evaluation 2** – Annual survey of CEP alumni one-year out of high school.

Evaluation 3 – Every three years, survey CEP alumni four years out of high school.

Evaluation 4 – Every three years, survey CEP instructors, principals and counselors.

Questions?

Type your questions in the chat window.

NACEP RESOURCES

ACCREDITATION QUESTIONS
accreditation@nacep.org

GENERAL QUESTIONS
information@nacep.org

NACEP STANDARDS & ACCESS TO WEBINAR
www.nacep.org/standards

ACCREDITATION GUIDE
www.nacep.org/accreditation/forms-resources/