**December 2017**

**NACEP Curriculum and Assessment Statement of Equivalency (CASE)**

1. Academic freedom:

Q: Define how your university or department defines academic freedom.

Q: How do you communicate this definition to your CEP partners?

Q: On campus in various sections of the same course what can be expected to be observed within the context of academic freedom?

Q: To what extent do you provide academic freedom in the CEP curriculum?

Q: In what ways or how do you ensure that the course is closely aligned within the confines of your institution’s definition of academic freedom?

1. Student learning expectations:

 Q: How do you develop the learning outcomes or expectations for your courses within your

Department?

Q: How do you evaluate the learning outcomes of the CEP against your own institutions?

Q: How do you ensure that CEP instructors are following the outcomes (i.e. what professional development activities, an experience of when a CEP instructor wasn’t teaching the correct thing, etc.)

Q: If you’re learning expectations are not all the same across the board, please detail how your university handles this situation and the level of acceptance for CEP course objectives.

Q: How do you revise your learning outcomes and communicate new standards to CEPs?

1. Syllabi review:

 Q: Tell us how you approach evaluating a new syllabus you receive. What items are you paying

close attention to? How do you communicate required changes?

Q: Explain the minimum components you expect to see in the CEP syllabus and the reason why

it is important those sections are included from a University perspective.

Q: How do you handle communicating syllabi revisions? How often do you require them?

Q: Beyond the initial application explain how you ensure the syllabus is up to date with

University standards.

Q: Discuss any important differences between the university and CEP execution of the course and how the syllabus upholds the integrity of the university course.

1. Assessment review:

 Q: How do you collect and review assessments? Is it annual? At the site visit? A norming

department meeting?

Q: How do you ensure the assessment is comparable to the on-campus if academic freedom

is a hallmark of the University?

Q: How do you utilize the assessment data to improve the CEP programs?

Q: How do you select the type of assessment the CEP turns into you? What is the purpose of

the assignment they provide for your review from their and your perspective?

Q: How do you actively engage your CEP faculty in creating quality assessment tools?

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

 Q: What is your department’s approach to the discipline? Are there certain hallmarks? How do

these hallmark affect the CEP?

Q: What is your department’s mission or vision statement? How does the CEP fit into this

Vision?

Q: How does your department view your adjunct CEP instructors? Are they included in the

department meeting, updates, etc? If so, why? If not, how does the department ensure the

maintenance of the relationship?

Q: To what extent do CEP students play a role in the department’s discussion of identity, policy

or program changes, and future courses?

Q: How does your department build relationships with the CEP schools?