



## **NACEP Accreditation Commission**

### **Statement on COVID-19 and NACEP Accreditation**

**March 13, 2020**

Due to universities, colleges, and schools utilizing virtual learning and restricting travel due to the COVID-19, NACEP understands that COVID-19 responses will cause disruption to business as usual for the 2020-2021 academic year. Such disruptions and deviations may leave programs unsure as to how necessary adaptations conform with NACEP standards - while also meeting the emerging needs of campuses and schools.

The following serve as a general guideline for all accredited programs but is particularly critical for programs that will use 2020-2021 evidence as part of an accreditation review, continued monitoring, deferment, extension or annual report. NACEP recommends doing what you can do under the guidance of your academic and administrative units. If Secondary Partners can't comport with the on-campus strategies and responses, ask your campus units for guidance regarding allowable alternatives. The **key is to document** it all so a review team would understand it:

- NACEP expects that some site visits and professional development activities in spring 2020 may not be possible. A statement of how the CEP adapted practice (make up dates, electronic site visits...for spring 2020) should be included in the application/response packet. It is important for programs to document these activities through memos, policy updates, communications, etc.
- NACEP expects that accredited programs and programs seeking accreditation will approach adaptations in CEP course instruction in the same ways as on-campus courses – to the extent that this is possible (or necessary), and that programs will document these activities through memos, policy updates, communications, etc.

- NACEP also expects that there will be CEP courses where the on-campus response (virtual learning, exam options, etc.) are NOT manageable in the CEP context and that programs must determine whether to cancel or pause courses, or make adjustments such that the courses learning objectives/outcomes are met through alternate strategies – it is important that programs document these activities through memos, policy updates, communications, etc.
- NACEP understands that CEP programs will be following guidance from campus departments, and other academic and administrative units – and that adapted practices related to attendance policies, graded versus P/F course designations, assessments, etc. will be necessary and valid, and should be determined with approval/guidance by the academic units, departments, etc. As with all of the above, document these activities through memos, policy updates, communications, etc.