NACEP Accreditation Institute
Faculty, Curriculum, and Assessment Standards
Faculty Standards

Faculty 1 – Academic departments review/approve applicants according to minimum qualifications for instructors teaching course on campus.

Faculty 2 – Faculty Liaisons provide course-specific training to all new instructors prior to teaching.

Faculty 3 – Instructors participate in annual discipline-specific professional development provided by college.

Faculty 4 – Instructors are informed of & adhere to program policies and procedures.
1) Description of **process and timeline** for appointing, approving, or denying instructors, & how process is publicized or available to HS partners.

2) Listing of **minimum instructor credentials by course or discipline** & a description of process by which qualifications are **established** by institution’s academic leadership.

3) Three **completed samples of instructor applications**, representing varied departments, including documents required by CEP (with secure information removed) & corresponding approval/appointment letters listing course/s for which instructor is approved.
F2 Required Evidence

1) For each discipline, a sample of course-specific training materials & agenda for new CE instructor training.

2) For each of these examples, a description written by the faculty liaison of how new instructors are trained, including description of how materials provided for evidence are used.

3) Attendance tracking report documenting date each new CE instructor received initial course-specific training.
F3 Required Evidence

1) Example of **PD activities of each discipline**, such as: seminar description & materials; event minutes; conference report; or individualized meeting summary.

2) For each discipline, description of **how PD further enhances** course-content & delivery knowledge &/or development in field, including format; delivery method; frequency; & explanation of how **PD is distinct from** new instructor training.

3) Procedures &/or policy describing **how CEP ensures & tracks** PD participation, & follows up with non-attendees. **Tracking report** documenting when each instructor most recently participated in PD.
F4 Required Evidence

1) Comprehensive **CE instructor procedures and practice guide**, highlighting instructor non-compliance policy & process.

2) Description of **CEP’s administrative orientation** for new instructors, including agenda; materials; & format
Faculty Standards Questions
Curriculum 1 – Every CEP course is in college catalog (same title, description & number of credits).

Curriculum 2 – CEP courses reflect learning objectives, philosophical & pedagogical approach of dept.

Curriculum 3 – Faculty site visits in each discipline to observe course content & delivery, student discourse & rapport.
Revised Curriculum Standards

- Greater clarity on content of Site Visits
- Review of Learning Objectives/Syllabi moved from A to C
1) Publicly available list of all courses offered through CEP with descriptions linked to college/university course catalog.
C2 Required Evidence

1) Paired syllabi from on campus & CE sections from one course per discipline, with learning objectives highlighted.

2) **Statement of Equivalency** for each discipline written by each discipline’s faculty liaison following *Curriculum & Assessment Statement of Equivalency Guidelines*. Standard response not appropriate.
1) Description of typical SV; explain follow-up & feedback process.

2) Description of how SVs are tracked by CEP; explain SV frequency of (1) first time instructors & (2) veteran instructors.

3) Provide tracking doc. For each instructor, list most recent SV dates; name & title of faculty site visitor.

4) For each discipline, provide one example of completed SV report.
Curriculum Standards Questions
Assessment Standard

Assessment 1 – College/university ensures CE students’ proficiency of learning outcomes is measured using comparable grading standards & assessment methods to on campus sections.
Revised Assessment Standard

- Single Standard
- Effective, ongoing assessment alignment processes
- Ensure student proficiency is measured on defined learning outcomes
- Shifts syllabi review & alignment to Curriculum
1) **Statement of Equivalency** written by each discipline’s faculty liaison following *Curriculum & Assessment Statement of Equivalency Guidelines*. Standard response not appropriate.

2) Paired student **assessment tools** from on-campus and CE sections – one paired example from each discipline for side-by-side comparisons (such as final exam, lab exercise, essay assignment, or grading rubric).
Assessment Standard Questions