



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

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**.

F1 REQUIRED EVIDENCE

- 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

<div>Administrative Guide</div> <div>Registration Packet Information</div> <div></div>	<div>Policies and Enrollment Procedures for High School Instructors, Counselors and Administrators Partnering with the College Achievement Program</div>	
	<div>Table of Contents</div>	
	Program Overview	Instructor Qualifications & Training
	Instructor Responsibilities	Instructor Non-Compliance Policy

Benefits of Serving as a CAP Instructor	CAP Travel & Lodging Policies
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FACULTY STANDARDS QUESTIONS



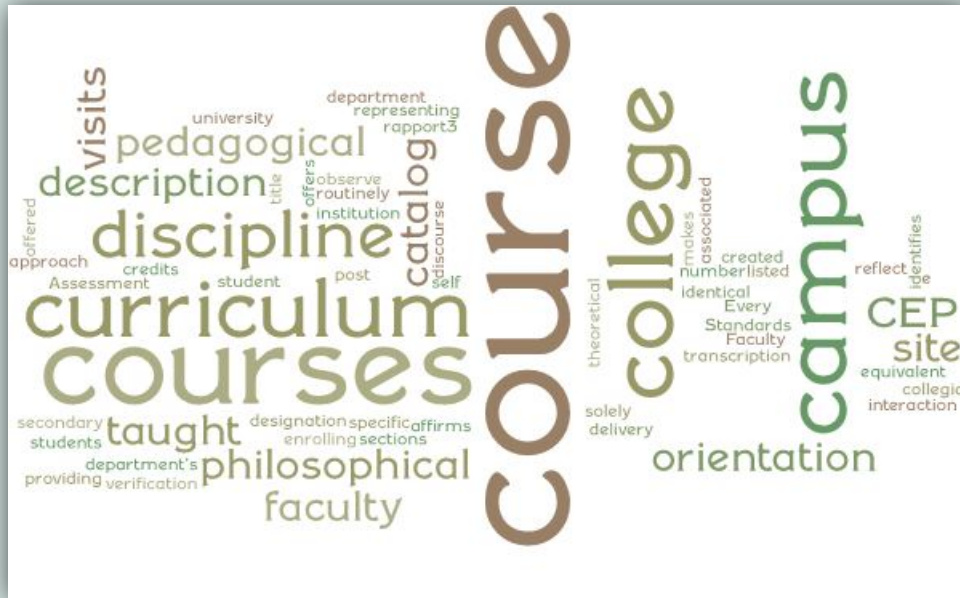
CURRICULUM STANDARDS

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.

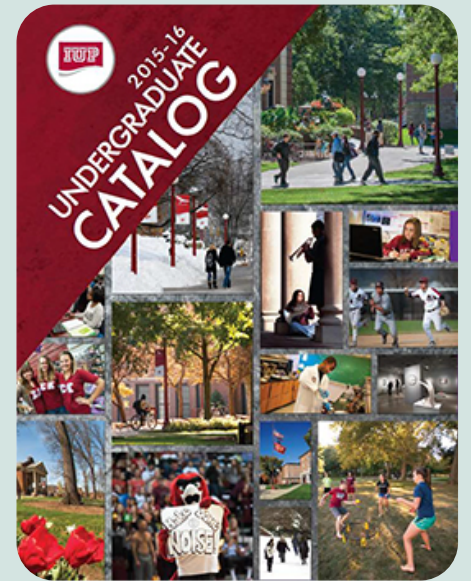
REVISED CURRICULUM STANDARDS



- ✓ Greater clarity on content of Site Visits
- ✓ Review of Learning Objectives/Syllabi moved from A to C

C1 REQUIRED EVIDENCE

- 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.

ON CAMPUS – LA – ENG – ENG 101

English 101.029
Literacy and the Self
Syllabus
Fall 2011 University of Southern Indiana
Instructor: Mr. Darwin Stilwell

Class Meetings: Tuesday, Thursday 7:30-8:45
Class Location: OC 2017 **Computer Lab Location:** OC 2005

Office Hours on Tuesdays and Thursdays only: 9:00-10:00; by appointment before 7:30 or after 11:45
Office Location: OC3073
Office Telephone (only during office hours): 228-5101

My e-mail: dstilwel@mail.usi.edu
(You can access my e-mail through MyUSI or Blackboard.) If you e-mail me, I will always

C3 REQUIRED EVIDENCE

- 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.

Faculty Liaison Site Visit Report

Concurrent Enrollment Instructor _____

High School _____

Concurrent Enrollment Course(s) _____

Faculty Liaison _____

Date of Visit _____

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**

A1 REQUIRED EVIDENCE

- 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).

Criteria	Points Awarded
-Answered question completely-Reflects well on own work -Demonstrates a range of meta-cognitive practices and provides many examples -No spelling, grammar, punctuation errors	10 Points
-Answered question adequately-Demonstrates an ability to reflect on own work -Provides examples consistently -Begins to demonstrate good meta-cognition -Infrequent spelling, grammar, punctuation errors	7.5 Points
-Did not answer question -Some reflection on own work -Demonstrates improvement on occasion -Not many examples at all -Not many examples at all -Not many examples at all -Not many examples at all	4 Points

College
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MAT3401
Final

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1. A tree is 60 feet tall. Standing some distance from the tree, your line of sight to the top of the tree is 38° above the ground. How far are you standing from the tree to the nearest foot?
 2. Use a right triangle with $C = 90^\circ$, hypotenuse $AB = 15$, and short side $AC = 14$. (Hint: sketch the triangle.) Find the *exact answers* (in decimal approximations) for the following:
(a) The length of the third side
(b) Find $\tan A$ in fractional form
(c) Find $\cos A$ in fractional form
(d) Find $\sec A$ in fractional form
 3. Give the complement and the supplement of the angle $\frac{\pi}{6}$ in degrees.
 4. Write the equation in $y = mx + b$ form of the line that passes through points $(3, -2)$ and $(-4, 26)$.
 5. Subtract and write in simplest form: $\frac{3x}{7} - \frac{5-4x}{2}$
 6. Use the conjugate to rationalize the denominator: $\frac{4}{\sqrt{5}+7}$
 7. Rewrite in simplest radical form: $\sqrt{x^2 y^3}$

ASSESSMENT STANDARD QUESTIONS

