NACEP Accreditation Institute

Student and Faculty Standards Breakout
**Student Standards – Current Standards**

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

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

**Student 3** – Student handbook or equivalent.
Student Standards – 2017 Standards

Student 1 – Consistent registration and transcripting policy practices is now the explicit standard.

Student 2 – Process to ensure course pre-requisites are met.

Student 3 – Students are advised about benefits, implications & policies

Student 4 - Learning Resources and Student Support Services
What the Review Team Looks for in the Student Standards

S1 Required Evidence

1) Official letter from the college/university registrar verifying compliance with the standard.
S2 Required Evidence

1) Published outline of registration process provided to students and schools including any prerequisites for each college/university course administered through the CEP.

2) Description of process used to implement any prerequisite requirements.
S3 Required Evidence

1) CEP publication addressing topics including, but not limited to, college/university student conduct policies such as academic integrity, consequences of plagiarism and academic dishonesty; advising issues such as prerequisites, pre-testing, course load and grading standards; and processes such as course cancellation, registration and credit transfer.
STUDENT STANDARDS ASSESSMENT ACTIVITY
Faculty Standards – Current Standards

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

Faculty 2 – Required course-specific training before teaching.

Faculty 3 – Discipline-specific professional development offered annually.

Faculty 4 – Compliance expectations publicly published.
Faculty 1 – Academic departments review/approve applicants according to own criteria based off **minimum qualifications for instructors teaching the course on campus**.

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

Faculty 3 – **Concurrent enrollment instructors participate in** annual discipline-specific professional development

Faculty 4 – **Instructors are informed of and adhere to program policies and procedures.**
F1 Required Evidence

1) CEP published documents describing departmental criteria & processes for appointing, approving & denying instructors.

2) Three completed samples of instructor applications, representing varied departments, including documents required by the CEP (with secure information removed) & corresponding approval/appointment letters.

3) One completed sample of CEP letter/form of instructor denial of appointment (with secure information removed).
F2 Required Evidence

1) Two samples of discipline-specific training & orientation materials for new CEP instructors representing different disciplines.
2) Attendance reports, agendas, & participant evaluations documenting practice & implementation of new CEP instructor training and orientations.
3) A comprehensive CEP administrative policy and practice guide.
F3 Required Evidence

1) Description of CEP’s annual professional development; include the format, delivery methods & frequency.

2) Example professional development activities of each discipline (seminar agendas, materials covered, conference report, etc.).

3) Procedures and/or policy describing how CEP ensures & tracks professional development participation.
1) Published procedures &/or policies from the CEP addressing non-compliance.
Faculty Standards Questions