NACEP Accreditation Institute

Faculty, Curriculum, and Assessment Standards
Faculty Standards

Faculty 1 – Instructors approved by appropriate academic leadership & meet 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 the college.

Faculty 4 – Program ensures Instructors are informed of and adhere to program policies and procedures.
1) Description of process and timeline for appointing, approving, or denying instructors, and how the process is publicized or made available to high school partners.

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

3) Three completed samples of instructor applications, representing varied departments, that include documents required by CEP (with secure information removed) & corresponding approval/appointment letters listing course/s for which instructor is approved.
1) For each discipline, a sample of course-specific training materials & agenda for new concurrent enrollment instructor training.

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

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

1) Example of PD activities of each discipline: seminar description and materials, event minutes, conference report, or individualized meeting summary.

2) For each discipline, a description of how PD further enhances course-content and delivery knowledge and/or development in the field, including format, delivery method, frequency, & an explanation of how PD is distinct from new instructor training (F2).

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

1) Comprehensive CE instructor procedures & practice guide.
2) Description of CEP’s administrative orientation for new instructors, including agenda, materials, and format
3) Copy of procedures for instructor non-compliance. Provide documentation for process followed for non-compliant instructor(s).
Faculty Standards Questions
Curriculum Standards

Curriculum 1 – CEP course are college catalogued courses (same course description; numbers; titles; & credits).

Curriculum 2 – CEP courses reflect the learning objectives, & pedagogical, theoretical, & philosophical orientation of college discipline.

Curriculum 3 – Faculty Liaisons conduct site visits to observe course content & delivery, student discourse and rapport to ensure courses are equivalent to on campus.
NEW Curriculum Standards

• Greater clarity on content of Site Visits (C3)
• Review of Learning Objectives/Syllabi moved from Assessment to Curriculum (C2)
1) Publicly available list of all courses offered through the concurrent enrollment program with descriptions linked to college/university course catalog.
1) Paired syllabi from on campus & concurrent enrollment sections from one course per discipline, with learning objectives highlighted.

1) Statement of Equivalency for each discipline written by each discipline’s Faculty Liaison that follows the Curriculum & Assessment Statement of Equivalency Guidelines. Standardized response not appropriate.
C3 Required Evidence

1) Description of **typical site visit** detailing how SVs are used to provide **feedback from faculty to CEP instructors**.

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

3) Tracking documentation listing most recent SV date for each instructor & the name & title of site visitor.

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

**Assessment 1** – College/university ensures concurrent enrollment students’ proficiency of learning outcomes is measured using comparable grading standards & assessment methods as to on campus sections.
NEW Assessment Standards

• Single Standard
• Effective, ongoing assessment alignment processes
• Ensure student proficiency is measured on defined learning outcomes
• Shifts syllabi review and alignment to Curriculum standards (C2).
A1 Required Evidence

1) **Statement of Equivalency** written by discipline’s faculty liaison following **Curriculum & Assessment Statement of Equivalency Guidelines**. Standardized 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 (final exams, lab exercises, essay assignments, or grading rubrics).
Assessment Standards Questions