National Alliance of Concurrent Enrollment Partnerships

NACEP Accreditation Institute

Faculty and Curriculum Breakout
Cap Fed B

Faculty Standards 101

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

Faculty 2 – Discipline-specific professional development before teaching.

Faculty 3 – Discipline-specific professional development offered annually.

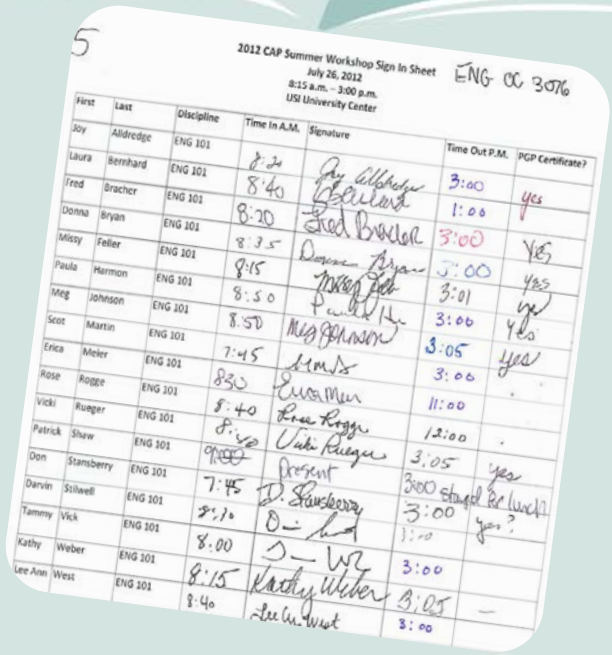
Faculty 4 – Attendance/compliance expectations outlined.

What the Review Team Looks for in the Faculty Standards

F1 Required Evidence

1) Published documents from the CEP describing departmental criteria and processes for appointing, approving or denying CEP instructors.
2) Three completed samples of CEP instructor applications, representing varied departments, that include documents required by the CEP (with secure information removed) and corresponding approval/appointment letters.
3) One completed sample of a CEP letter/form of CEP instructor denial of appointment (with secure information removed).

What the Review Team Looks for in the Faculty Standards



F2 Required Evidence

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

What the Review Team Looks for in the Faculty Standards

F3 Required Evidence

1) A description of the CEP's annual professional development; include the format, delivery methods and frequency.
2) An example from the professional development activities of each discipline (such as a seminar agenda, event minutes, conference report, site visit report, etc.).
3) Procedures and/or policy describing how the CEP ensures and tracks professional development participation.

What the Review Team Looks for in the Faculty Standards

F4 Required Evidence

1) Published procedures and/or policies from the CEP addressing non-compliance.

Curriculum Standards 101

Curriculum 1 – Every CEP course is in the catalog and taught on campus. Course title, description and number of credits are identical.

Curriculum 2 – CEP courses reflect the college department's philosophical and pedagogical approach.

Curriculum 3 – Faculty site visits in each discipline.

What the Review Team Looks for in the Curriculum Standards

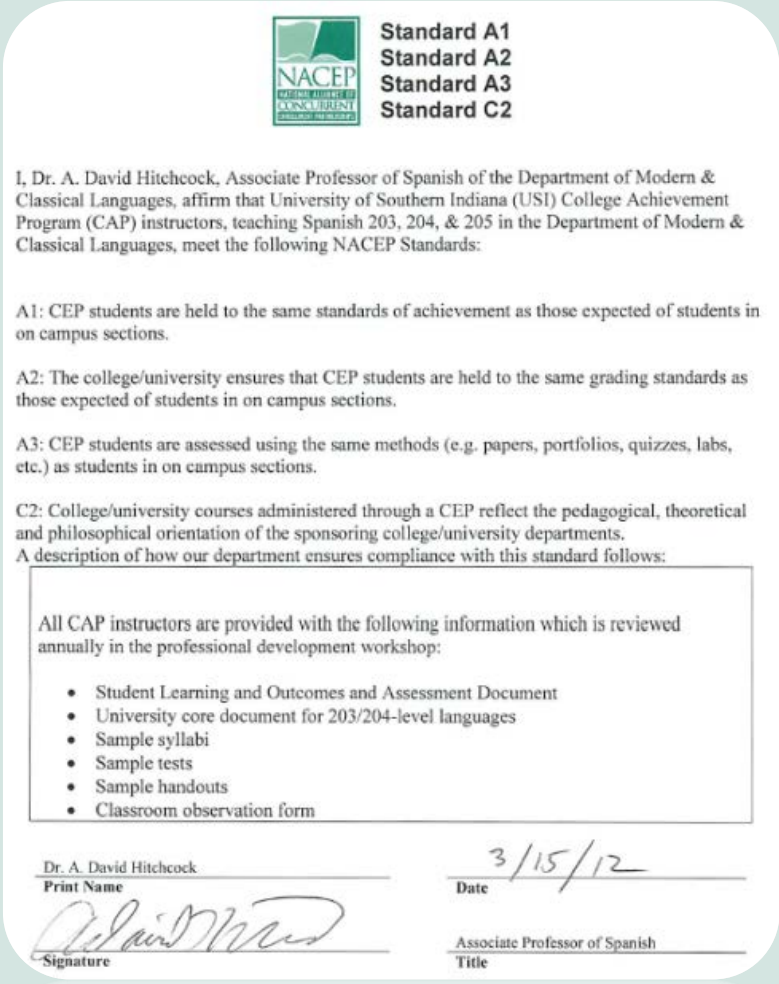
C1 Required Evidence

1) A college/university catalog or a link to an on-line college/university catalog.
2) A comprehensive list of all courses offered through the CEP with descriptions that are publicly available from the college/university.

What the Review Team Looks for in the Curriculum Standards

C2 Required Evidence

1) Official letter from the college/ university's departmental chairperson, coordinator, or liaison, representing each discipline, describing and verifying compliance with the standard.



Standard A1
Standard A2
Standard A3
Standard C2

I, Dr. A. David Hitchcock, Associate Professor of Spanish of the Department of Modern & Classical Languages, affirm that University of Southern Indiana (USI) College Achievement Program (CAP) instructors, teaching Spanish 203, 204, & 205 in the Department of Modern & Classical Languages, meet the following NACEP Standards:

A1: CEP students are held to the same standards of achievement as those expected of students in on campus sections.

A2: The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.

A3: CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on campus sections.

C2: College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.
A description of how our department ensures compliance with this standard follows:

All CAP instructors are provided with the following information which is reviewed annually in the professional development workshop:

- Student Learning and Outcomes and Assessment Document
- University core document for 203/204-level languages
- Sample syllabi
- Sample tests
- Sample handouts
- Classroom observation form

Dr. A. David Hitchcock
Print Name

3/15/12
Date

Signature

Associate Professor of Spanish
Title

What the Review Team Looks for in the Curriculum Standards

C3 Required Evidence

1) A description of site visits, including what would happen during a typical site visit, frequency requirements, how site visits are tracked by the CEP, and how site visits are used to provide feedback from college/university faculty to CEP instructors.
2) One example of a completed and signed faculty site visit report representing each discipline.