



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 the 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** – **Instructors are informed of and adhere to program policies and procedures.**

F1 Required Evidence

- 1) Description of the **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** and 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 the CEP (with secure information removed) and 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 and 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 from the PD activities of each discipline**, such as: seminar description and materials, event minutes, conference report, or individualized meeting summary.
- 2) For each discipline, a description of **how the PD further enhances course-content and delivery knowledge and/or development** in the field, including format, delivery method, frequency, and an explanation of **how the PD is distinct from new instructor training**.
- 3) Procedures and/or policy describing **how the CEP ensures and tracks PD participation**, and follows up with those who do not attend. A **tracking report** documenting when each instructor most recently participated in PD.

F4 Required Evidence

- 1) A **comprehensive CE instructor procedures and practice guide**, highlighting instructor non-compliance policy and process.
- 2) A **description of the CEP's administrative orientation** for new instructors, including agenda, materials, and format

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

Faculty Standards Questions



Curriculum Standards

- Curriculum 1** – Every CEP course is in the college catalog (same title, description & number of credits).
- Curriculum 2** – CEP courses reflect the learning objectives, philosophical & pedagogical approach of dept.
- Curriculum 3** – Faculty site visits in each discipline to observe course content and delivery, student discourse and rapport.

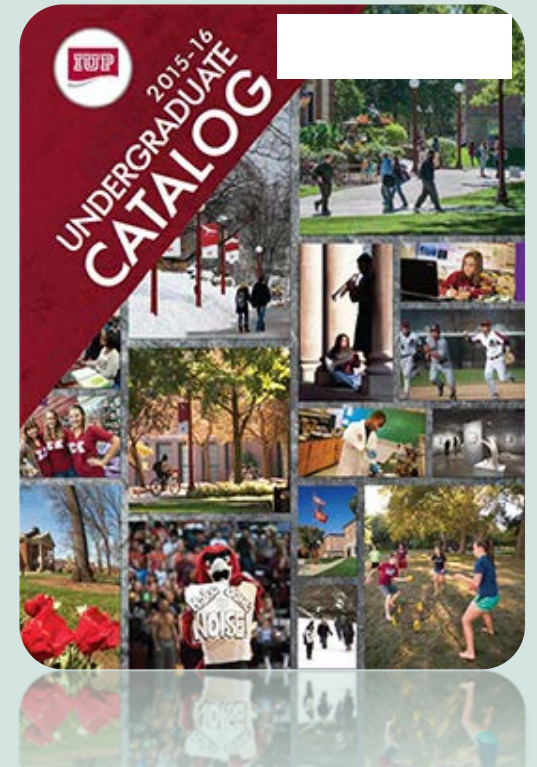
NEW Curriculum Standards



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

C1 Required Evidence

- 1) A publicly available list of all courses offered through the concurrent enrollment program with descriptions that are linked to the college/university course catalog.



C2 Required Evidence

- 1) Paired syllabi from on campus and concurrent enrollment sections from one course per discipline, with the learning objectives highlighted.
- 2) A Statement of Equivalency for each discipline written by each discipline's faculty liaison that follows the **Curriculum & Assessment Statement of Equivalency Guidelines**. A standard response is not appropriate.

High School Name: _____ Concurrent Enrollment Course Out
Instructor: _____
Instructor e-mail and/or phone #: _____
Course #: _____
Course Title: _____
Credit Hours: _____
Student Audience – Grade Level(s): _____
Semester: Fall (September-January) or Spring (January-June)
Course Description: Must be closely modeled on the description in the College Master
whether the course satisfies any General Education requirements.
Course Prerequisites: Identify all prerequisites established by the instructor. These sho
College's Master Course Syllabus and any other guidelines provided by CollegeNow. The
courses and grades that a student needs in order to register for college credit. For "seque
higher is required in the prior course in that discipline; IE, a C in ENGL101 to take ENGL10
Course Goals and Objectives: Identify the learning outcomes/standards for the course, c
and objectives listed in the College's Master Course Syllabus. You may add to these if you d
material.

English 101.029
Literacy and the Self
Syllabus
Fall 2011 University of Southern Indiana
Instructor: Mr. Darvin 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
return an e-mail. Your e-mail subject line should include the course name (101.029) and your
name.

Blackboard.com:
Blackboard can be accessed by logging on to MyUSI with your USI assigned username
and password. After logging on, click the Blackboard link. All course documents and grades
will be posted on Blackboard. Sometimes assignments will be posted. I might send an e-mail to
all students through Blackboard. You definitely need to be able to access Blackboard in the
computer lab and with your own computer. If you have difficulty, contact me immediately.

Supplies:
Reader for USI

C3 Required Evidence

- 1) Description of a typical site visit; explain how visits provide feedback from faculty to CEP instructors.
- 2) Description of how site visits are tracked by the CEP; explain the site visit frequency of (1) first time instructors and (2) veteran instructors.
- 3) Provide tracking documentation. For each instructor, list most recent site visit dates and name of the site visitor and title.
- 4) For each discipline, provide one example of a completed site visit report.

Faculty Liaison Site Visit Report

Concurrent Enrollment Instructor _____
High School _____
Concurrent Enrollment Course(s) _____
Faculty Liaison _____
Date of Visit _____

Check all that apply to the Liaison's role during this visit:

<input type="checkbox"/> Observed instructor and students in class	<input type="checkbox"/> Discussed progress of the class
<input type="checkbox"/> Participated in class (e.g. guest lecture, team teaching, etc)	<input type="checkbox"/> Reviewed examples of student work
<input type="checkbox"/> Discussed progress of the class with students	<input type="checkbox"/> Reviewed samples of student work
<input type="checkbox"/> Professional development discussion, beyond a reflection of the observation, such as new developments in the discipline, content from past workshops, texts/activities for etc. (Attach description, in addition to observation notes, including any pertinent materials)	<input type="checkbox"/> Discussed grading of student work
<input type="checkbox"/> Other _____	

Is the concurrent enrollment instructor using an approved textbook? ☐ Yes
Is the instructor following an approved course syllabus? ☐ Yes
Is the course consistent with the on-campus course? ☐ Yes

(Explain any "No" responses in the comment section, below)

Use the space below for comments, observations, recommendations (attach separately if needed)

Curriculum Standards Questions



Assessment Standards

Assessment 1 –

The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods 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 the Curriculum standards.

Assessment Standards

- 1) A Statement of Equivalency written by each discipline's faculty liaison that follows the **Curriculum & Assessment Statement of Equivalency Guidelines**. A standard response is 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
<ul style="list-style-type: none"> -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
<ul style="list-style-type: none"> -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
<ul style="list-style-type: none"> -Did not answer question -Some reflection on own work -Demonstrates improvement on occasion -Not many examples at all -Frequent spelling, grammar, punctuation errors 	4 Points
<ul style="list-style-type: none"> -Does not answer question -Does not reflect on own work -No examples are provided -Answer was unclear/incomprehensible -All answers contain spelling, grammar, and punctuation errors 	0-2 Points

1. A tree is 60 feet tall. Standing some distance from the tree, your line of sight 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 $AC = 8$. 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 $(-2, 3)$ and $(4, -1)$.
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: $\sqrt{x^7 y^5}$

Assessment Standards Questions

