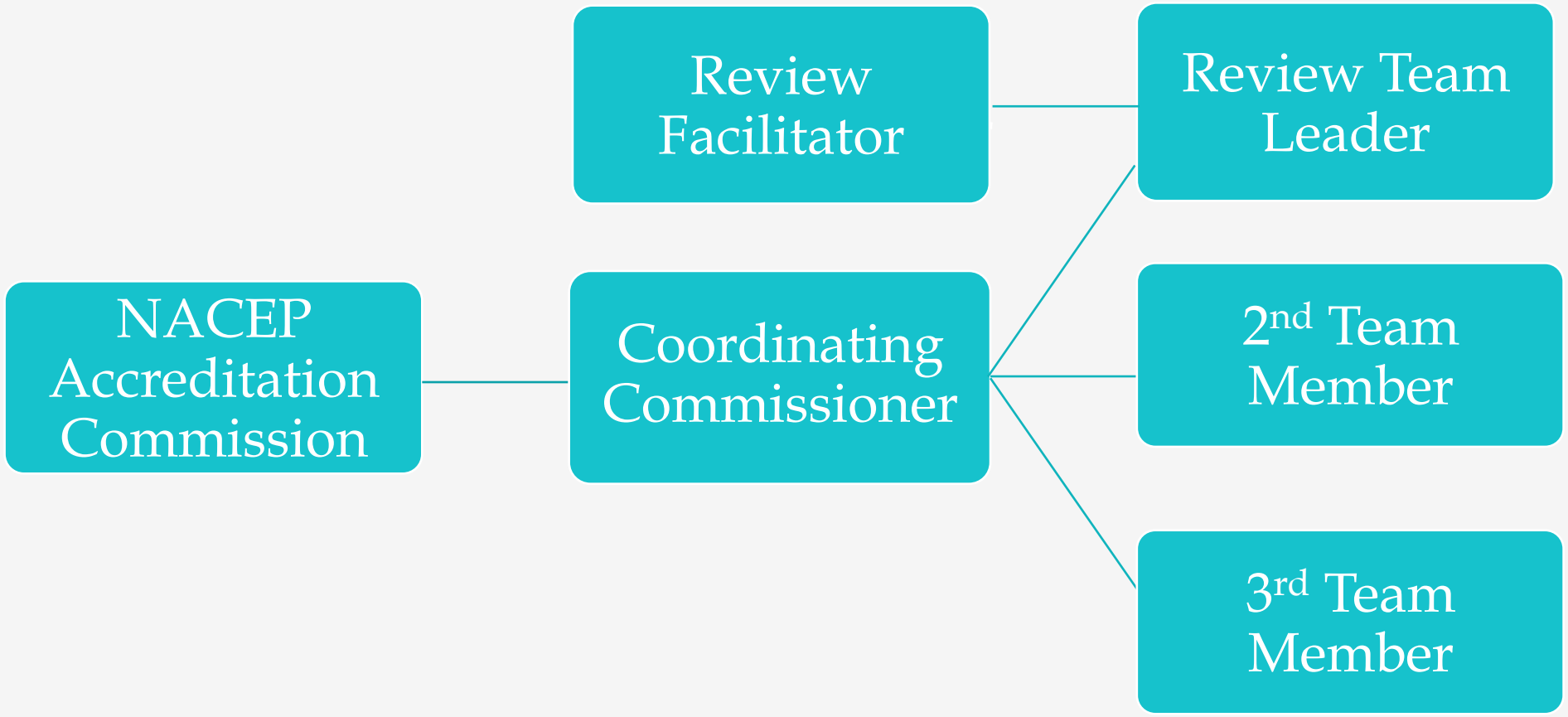
Building an Exemplary Accreditation Application and Navigating the Peer Review Process

Peer Review Process

- **Purpose of accreditation**: program improvement & quality assurance
- **Evaluative**, yet collegial, assessment of evidence
- Burden of proof is on **you**
- Each CEP uses **unique language** & operates in **unique** institutional and state policy **contexts**
- Accreditation Guide is a **resource** used by you and by reviewers
- There are **many ways** to meet a standard
- Standards are reviewed both **individually** and **holistically**

Accreditation Peer Review Structure



Peer Review Timeline

Self Study	1-2 years prior to submitting an application
Pre-application	Filed November – January
Prepare & Submit Application	January – July Deadline on or around August 1
Initial Review by Peer Review Team	September-October
Interview/Site Visit	At NACEP National Conference/20-21 cycle
Applicant Response & Additional Review	November – February
Report of Findings to Applicant	March
By May 1	Accreditation Commission Vote

Pre-application Process

The Pre-application packet must be submitted online and includes questions about:

Institutional characteristics

Program size

A list of courses offered for concurrent enrollment, organized by discipline

Questions to gauge your readiness to apply

Contact information

Completed Coversheets for the following standards: F2, F3, S3, S4, A1, C3, P1, P2, E2

Compiling an Application
Critical Factors for Success

Make sure that your application:

- Includes only and all ***concurrent enrollment*** as defined by NACEP: college credit-bearing courses taught by high school teachers to high school students (see **Definition**, p.6; **Scope**, p.7)
- Demonstrates that you have implemented all policies and practices described in the Standards ***during the school year immediately preceding the application***
- Provides clear, well-organized documentation so that reviewers can verify that the practices are in place

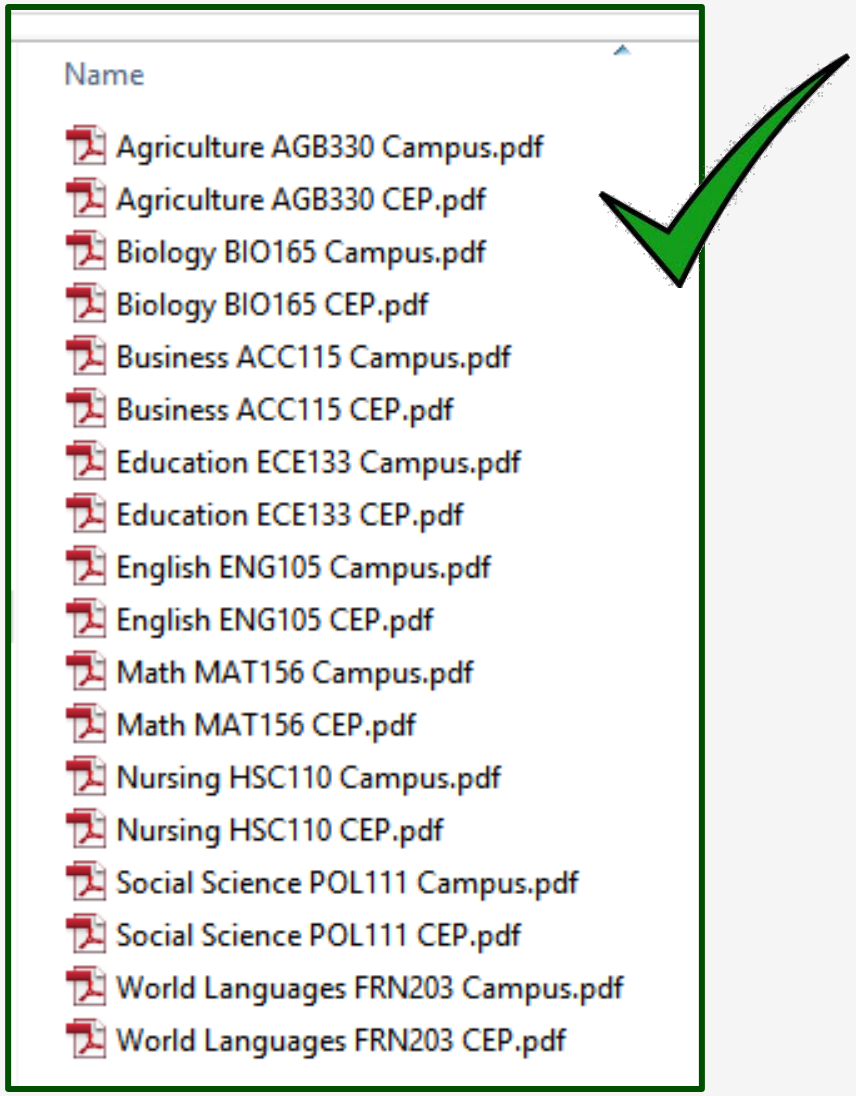
If your CEP is operated across a multi-campus college system, please review that section of the Accreditation Guide and consult with us.

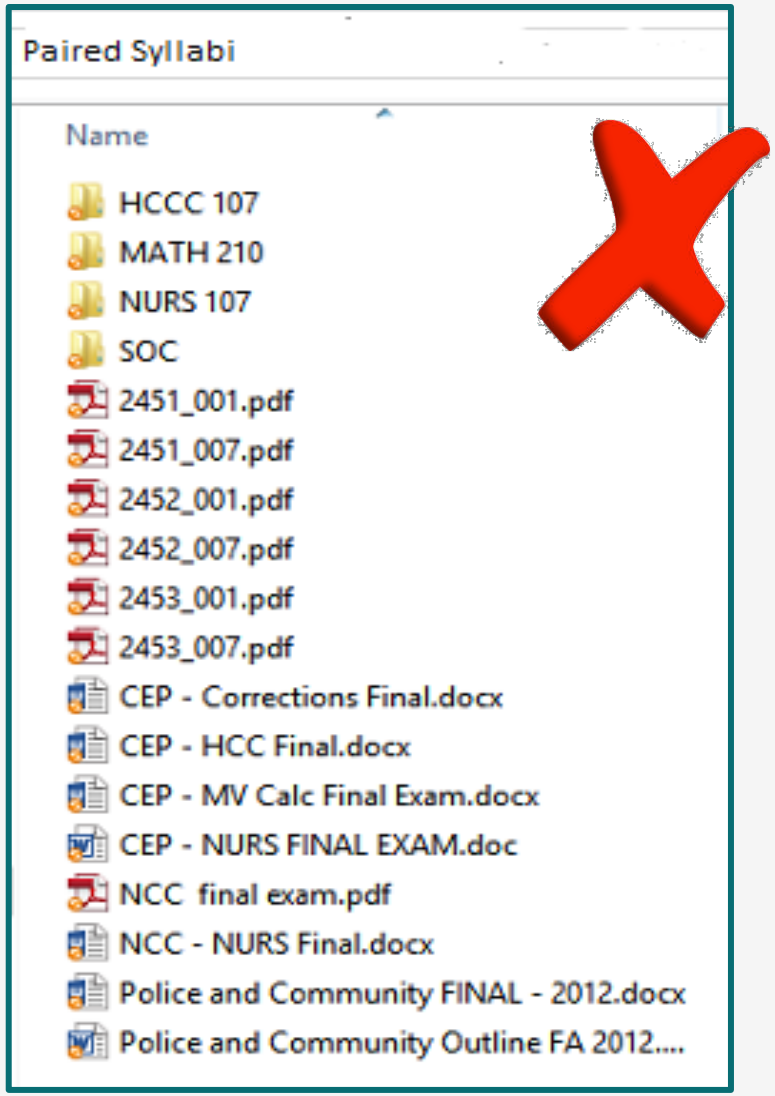
Compiling an Application, continued…

- Organize electronic files for online submission, following NACEP's electronic application requirements
- Use coversheets to explain how your evidence demonstrates your practice
- Be consistent in naming and courses across coversheets, supporting documents, brochures, and webpages
- Have faculty describe their practices in their Statement of Equivalency

Electronic Application Requirements

Paired Syllabi

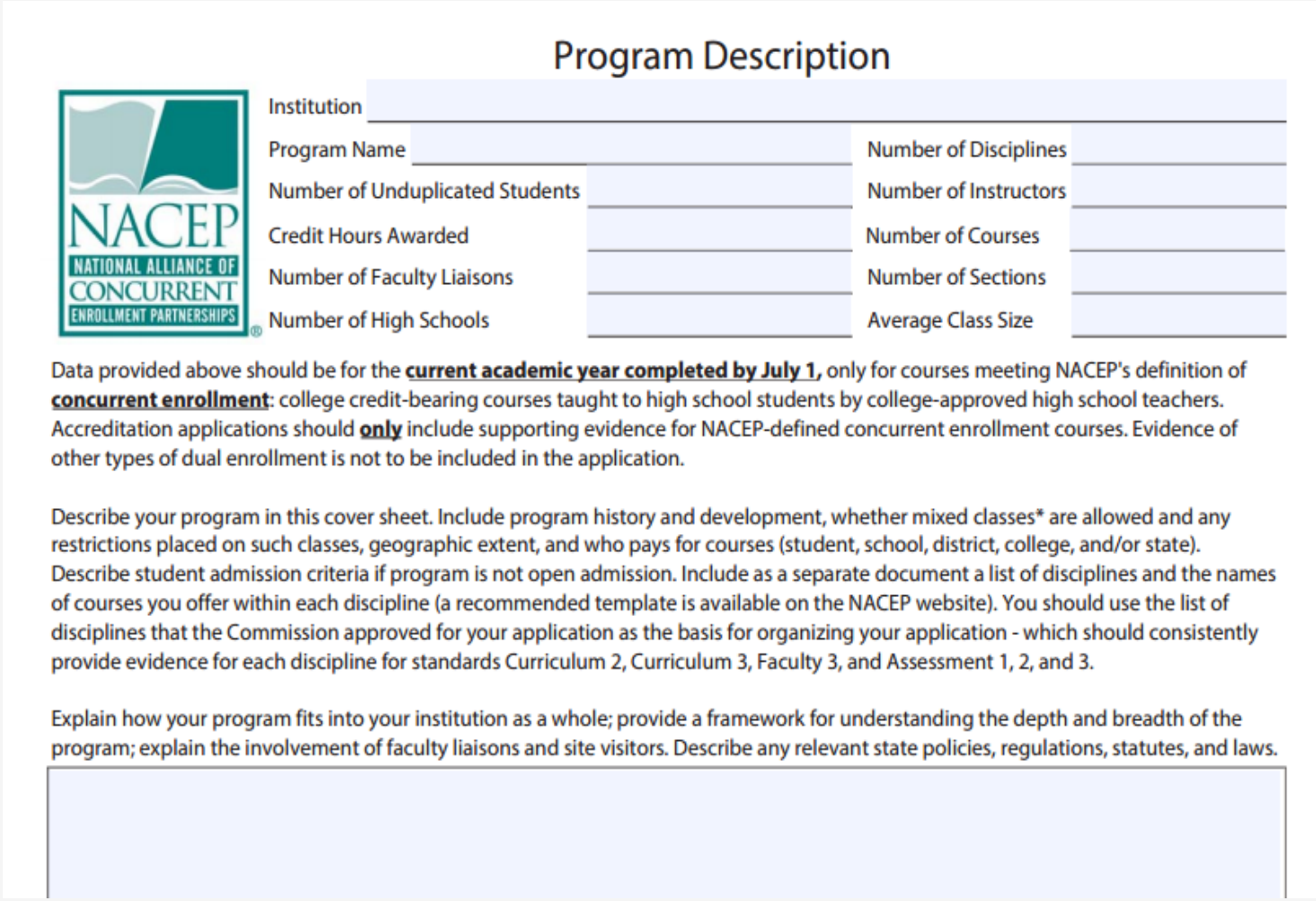




Program Description

Program Context

- Basic statistics
- Size and scope
- History and place within college
- Relevant policies and laws
- Mixed courses
- Geography
- Student eligibility
- Payment
- Discipline list – only NACEP-defined CE courses and only for NACEP application



Program Description

Institution

Program Name

Number of Disciplines

Number of Unduplicated Students

Number of Instructors

Credit Hours Awarded

Number of Courses

Number of Faculty Liaisons

Number of Sections

Number of High Schools

Average Class Size

Data provided above should be for the **current academic year completed by July 1,** only for courses meeting NACEP's definition of **concurrent enrollment**: college credit-bearing courses taught to high school students by college-approved high school teachers. Accreditation applications should **only** include supporting evidence for NACEP-defined concurrent enrollment courses. Evidence of other types of dual enrollment is not to be included in the application.

Describe your program in this cover sheet. Include program history and development, whether mixed classes* are allowed and any restrictions placed on such classes, geographic extent, and who pays for courses (student, school, district, college, and/or state). Describe student admission criteria if program is not open admission. Include as a separate document a list of disciplines and the names of courses you offer within each discipline (a recommended template is available on the NACEP website). You should use the list of disciplines that the Commission approved for your application as the basis for organizing your application - which should consistently provide evidence for each discipline for standards Curriculum 2, Curriculum 3, Faculty 3, and Assessment 1, 2, and 3.

Explain how your program fits into your institution as a whole; provide a framework for understanding the depth and breadth of the program; explain the involvement of faculty liaisons and site visitors. Describe any relevant state policies, regulations, statutes, and laws.

List of Disciplines

College/University Name

Concurrent Enrollment Courses Offered by Discipline

School Year 2014-15

18 courses spanning 6 disciplines

College or Division	Department (if applicable)	Discipline #	Discipline	Course #	Course Title	Faculty Liaison	# of CE Teachers
Liberal Arts	English	1	English	ENG 101	Rhetoric and Composition I	D. Stilwell	15
Liberal Arts	English		English	ENG 103	Fundamentals of Creative Writing	M. Graham	1
Liberal Arts	English		English	ENG 105	Introduction to Literature	J. Galbus	4
Liberal Arts	French	2	World Languages	FREN 203	Intermediate French I	J. Jensen	4
Liberal Arts	French		World Languages	FREN 204	Intermediate French II	J. Jensen	3
Liberal Arts	Spanish		World Languages	SPAN 203	Intermediate Spanish I	D. Hitchcock	7
Liberal Arts	Spanish		World Languages	SPAN 204	Intermediate Spanish II	D. Hitchcock	4
Nursing & Health Professions	Health Professions	3	Health Professions	HP 115	Medical Terminology for Health Professions	E. Elkins	12
Nursing & Health Professions	Health Professions		Health Professions	HP 211	The Healthcare Delivery System	E. Elkins	2
Science, Engineering & Educatic	Biology	4	Biology	BIOL 105	Biology of Human Concern	B. Kalvelage	9
Science, Engineering & Educatic	Biology		Biology	BIOL 133	Biological Concepts	H. Maurice	1
Science, Engineering & Educatic	Biology		Biology	BIOL 210	Environmental Conservation	B. Summers	2
Science, Engineering & Educatic	Chemistry	5	Chemistry	CHEM 107	Elements in Everyday Chemistry	J. Seyler	10
Science, Engineering & Educatic	Chemistry		Chemistry	CHEM 141	Principles of Chemistry	J. Seyler	8
Science, Engineering & Educatic	Chemistry		Chemistry	CHEM 261	General Chemistry I	J. Seyler	1
Science, Engineering & Educatic	Physics & Earth Scienc	6	Physics & Earth Sciences	GEOL 112	Earth System Science	J. Durbin	1
Science, Engineering & Educatic	Physics & Earth Sciences		Physics & Earth Sciences	GEOL 161	Physical Geology	J. Durbin	3
Science, Engineering & Educatic	Physics & Earth Sciences		Physics & Earth Sciences	PHYS 101	Introduction to the Physical Sciences	K. Purcell & K. Scheller	11

Questions