



National Alliance of Concurrent Enrollment Partnerships
Program Standards and Required Evidence for Accreditation

Revised December 15, 2009
Effective January 1, 2011

Curriculum Standards and Required Evidence

	Standard	Required Evidence
C1	Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.	<ol style="list-style-type: none"> 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.
C2	College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.	<ol style="list-style-type: none"> 1) Official letter from the college/university's departmental chairperson, coordinator, or liaison, representing each discipline, describing and verifying compliance with the standard. 2) Additional evidence may be submitted.
C3	Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.	<ol style="list-style-type: none"> 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. 3) Additional evidence may be submitted.

Faculty Standards and Required Evidence

	Standard	Required Evidence
F1	CEP instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.	<ol style="list-style-type: none"> 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). 4) Additional evidence may be submitted.
F2	The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.	<ol style="list-style-type: none"> 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. 4) Additional evidence may be submitted.
F3	The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation.	<ol style="list-style-type: none"> 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. 4) Additional evidence may be submitted.
F4	CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).	<ol style="list-style-type: none"> 1) Published procedures and/or policies from the CEP addressing non-compliance.

Student Standards and Required Evidence

	Standard	Required Evidence
S1	The college/university officially registers or admits CEP students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CEP on official college/university transcripts.	1) Official letter from the college/university registrar verifying compliance with the standard.
S2	The CEP ensures its students meet the course prerequisites of the college/university.	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. 3) Additional evidence may be submitted.
S3	The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.	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. 2) Additional evidence may be submitted.

Assessment Standards and Required Evidence

	Standard	Required Evidence
A1	CEP students are held to the same standards of achievement as those expected of students in on campus sections.	<ol style="list-style-type: none"> 1) Paired syllabi from on campus and CEP sections—one paired example from one course per discipline, with standards of achievement highlighted. 2) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP. 3) A detailed description of processes and implementation used to assure standards of achievement are the same in CEP and on campus sections of corresponding courses. Include a description of how syllabi are reviewed, changed and approved. 4) Additional evidence may be submitted.
A2	The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.	<ol style="list-style-type: none"> 1) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP. 2) A detailed description of processes and implementation used to assure grading standards are the same in CEP and on campus sections of corresponding courses. 3) Additional evidence may be submitted.
A3	CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections.	<ol style="list-style-type: none"> 1) Paired student assessments or syllabi from on campus and CEP sections—one paired example from each discipline for side-by-side comparison. 2) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP. 3) A detailed description of the processes and implementation used to assure assessment methods are the same in CEP and on campus sections of corresponding courses. 4) Additional evidence may be submitted.

Evaluation Standards and Required Evidence

	Standard	Required Evidence
E1	The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.	<ol style="list-style-type: none"> 1) Survey instrument. If there is variation among departments, submit one sample of each type of evaluation instrument used. 2) Sample of an evaluation report instructors receive regarding the college/university course. If there is variation between departments, submit one sample of each type of evaluation report used. 3) Description of methodology and process used to report back to CEP instructors.
E2	The CEP conducts an annual survey of CEP alumni who are one year out of high school. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.	<ol style="list-style-type: none"> 1) Survey instrument. 2) Summary report including (at a minimum) description of the methodology (addressing criteria in the standard), number of surveys sent and number of responses received, response rate, compilation of the data, and analysis of responses.
E3	The CEP conducts a survey of CEP alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.	<ol style="list-style-type: none"> 1) Survey instrument. 2) Summary report including (at a minimum) description of the methodology (addressing criteria in the standard), number of surveys sent and number of responses received, response rate, compilation of the data, and analysis of responses.
E4	The CEP conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.	<ol style="list-style-type: none"> 1) Survey instrument. 2) Summary report including (at a minimum) description of the methodology (addressing criteria in the standard), number of surveys sent and number of responses received, response rate, compilation of the data, and analysis of responses.

