



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

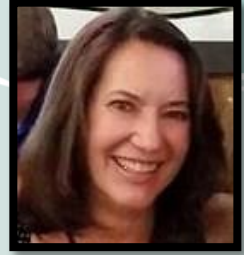
NACEP Accreditation Mini-Series

Curriculum Standards

January 28, 2016

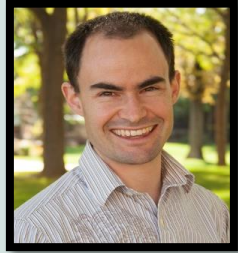
advancing quality college courses in high school

Presenters



Becky Carter, Indiana University

She is a current NACEP Accreditation Commissioner and former Chair of the Accreditation Committee. She has over 8 years of experience with concurrent enrollment programs.



Brandon Kowallis, Salt Lake Community College

He currently serves as the concurrent enrollment director. Before taking the director position, he served as a full-time visual art liaison overseeing the quality of the photography, graphics, digital media, and web design classes in the high schools.



Dr. Betsy Desy, Southwest Minnesota State University

She is a Professor of Biology and also served as Department Chair, Interim Dean and Assessment Coordinator. She has been at SMSU for nearly 30 years, and involved in College Now since 2010



Lisa Lucas Hurst, Southwest Minnesota State University

She is an Assistant Professor of English and in her third year as faculty liaison for SMSU's concurrent enrollment program. She works with 16 school sites. Previously, she has held numerous positions in education, including teaching high school English.

Curriculum Standards 101

- Curriculum 1 (C1)** Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
- Curriculum 2 (C2)** College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.
- Curriculum 3 (C3)** Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.

Curriculum Standard 1: What the Review Team Looks For

Curriculum Standard 1

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

C1 Required Evidence

- 1) College course catalog
- 2) List of all courses offered for concurrent enrollment with publicly available descriptions



Example Listings of Concurrent Enrollment Courses

C1 Required Evidence 2

University of Missouri – Kansas City

<http://cas.umkc.edu/hscp/dual-credit-courses.asp>

Salt Lake Community College

<http://www.slcc.edu/concurrentenrollment/CourseOfferings/index.htm>



Utah State Office of Education -- Utah System of Higher Education

FY1617 Concurrent Enrollment Course Submission Form

DEADLINE: Noon, November 24, 2015

First term class will be offered: Fall 2016 Spring 2017 Course already offered

HIGHER EDUCATION COURSE INFORMATION			
Sponsoring Institution	Salt Lake Community College	Institution Contact	Brandon Kowallis
Contact Phone	801-957-6342	Contact Email	brandonkowallis@slcc.edu
Course Prefix/No.	CTEL 1010	Course Title	Leadership & Teambuilding (HR)
Sem Credit Hours	3.0	General Ed Status*	<input type="checkbox"/> C <input type="checkbox"/> QR <input type="checkbox"/> AI <input type="checkbox"/> FA <input checked="" type="checkbox"/> H <input type="checkbox"/> PS <input type="checkbox"/> LS <input type="checkbox"/> SS <input type="checkbox"/> IR
*C Composition QR Quantitative Reasoning AI American Institutions FA Fine Arts H Humanities PS Physical Sciences LS Life Science SS Social Science IR Unique Institutional Requirement			
Prereq Prefix/No.	None	Coreq Prefix/No.	None
Class is part of a program. (List additional programs that use this class on a separate document):	Name of program: General Education		
	Program Type: <input type="checkbox"/> BS/BA <input checked="" type="checkbox"/> AS/AA <input type="checkbox"/> AAS <input type="checkbox"/> Certificate (completion or proficiency)		
	Course is: <input type="checkbox"/> Required <input type="checkbox"/> Elective <input type="checkbox"/> Prerequisite		
Short Course Description:			
Students will discover and develop their strengths in leadership and teambuilding. Career-building strategies will be explored. Students will develop human relations skills that will help them to thrive in a diverse society.			
Textbook(s)	Freiberg, K. & Freiberg, J. (1996). Nuts! Southwest Airlines' crazy recipe for business and personal success.		
Other Materials			
Delivery Method(s)	<input checked="" type="checkbox"/> Live High School Classroom <input type="checkbox"/> Live Campus Classroom <input type="checkbox"/> EDNET <input type="checkbox"/> Online <input type="checkbox"/> Hybrid		
Teaching Style	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Lab Experience <input type="checkbox"/> Other:		
PUBLIC EDUCATION COURSE MATCH INFORMATION			
11-Digit Code	37-01-00-00-150	Code Title	Leadership
HS Units Awarded	0.50	Unit Type Proposed	<input type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> CTE/CIP: <input type="checkbox"/> Other:
For Core credit ONLY: Estimate % alignment at objective level AND list standards/objectives NOT covered by curriculum (ex. 3.2, 5.6-8)	<input type="checkbox"/> % match	Grades approved on Cactus code list:	
Objectives not covered:	<input type="checkbox"/>	<input type="checkbox"/> 7	<input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
What HS graduation requirement does class fulfill?			
Curriculum reviewed by:	Name	District	Email
CONCURRENT CURRICULUM REVIEW			
Reason for Review	<input checked="" type="checkbox"/> New Class <input type="checkbox"/> Updated Curriculum <input type="checkbox"/> New Textbook <input type="checkbox"/> Change in Core		
	<input type="checkbox"/> Realignment Request from 11-digit code <input type="checkbox"/> to <input type="checkbox"/>		
	(provide a brief explanation for realignment - see p. 6)		
	<input type="checkbox"/> USOE Specialist Requested Review <input type="checkbox"/> Other:		
USOE CURRICULUM SPECIALIST DECISION			
Specialist's Decision:	Approved for core concurrent credit		Approved for elective concurrent credit
Concurrent Credit Type	Approved for elective concurrent credit		Request additional information (see comments below)
	Grade(s) typically taught: 9 10 11 12		
Specialist's Decision:	Approve Code listed above		Approve alternative Code:
Code Assignment	Approve CIP listed above (if applicable)		Approve alternative CIP:
Decision valid for:	One academic year		Until the next core review <input type="checkbox"/> Other:
Conditions of Approval			
Specialist	Specialist Phone		
Specialist Signature	Specialist Email		
USHE received submission	intl	Submission sent to USOE	intl
Additional info requested	intl	Institution notified of decision	intl

Utah State Office of Education -- Utah System of Higher Education

FY1617 Concurrent Enrollment Course Submission Supporting Documents

Use the text fields below to provide information on the breadth and depth of the college/university curriculum for this course. The text fields will expand to accommodate multiple pages of content.

Course Description

Students will discover and develop their strengths in leadership and teambuilding. Career-building strategies will be explored. Students will develop human relations skills that will help them to thrive in a diverse society.

Course Learning Outcomes

Upon successful completion of this course, students should be able to:

- Evaluate their own personal habits and design a plan for improvement.
- Assess both personal and organizational values.
- Explain the advantages of proactive human relations.
- Explain the values in providing service to others.
- Prioritize tasks.
- Evaluate individual and collective efficiency and effectiveness of a team.
- Demonstrate a positive attitude and explain its benefits.
- Recommend the most effective leadership strategies for various organizational structures.
- Prepare an effective employment application package.
- Demonstrate effective interviewing techniques.
- Evaluate critical and creative problem-solving strategies.
- Assess the benefits of diversity in society and in the workplace.
- Demonstrate self-efficacy, an internal locus of control, and a high standard of personal ethics.

Course Learning Assessments

1. Service Learning (optional)

When this course is offered as a service learning course, each student shall complete an approved service learning project. Instructors teaching this course should coordinate with the Thayne Center and/or other service learning organizations as appropriate.

2. Practice a Value

After reading about Benjamin Franklin's exercise of practicing personal values, students will develop their own lists of values. They will then select a value to practice each week and submit a weekly report on their efforts and outcomes.

3. Relationship Account

Students will set up relationship accounts with persons in their lives. Students will then make weekly entries to their "relationship account ledgers," which are to be shared in class.

3. What is a Hero

Students will prepare and give a short presentation on a hero. They will tell what the hero did and why they believe that person is/was a hero.

4. Informational Interview

Students will interview a leader in their chosen career field (not a personal friend or relative, or anyone else they may already know). Students will then prepare and give a presentation in class.

5. Applying for a Job

Curriculum Standard 2


What the Review Team Looks For

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

C2 Required Evidence

1) For each discipline, a letter from the department chair or faculty liaison describing how the standard is implemented

NACEP Accreditation Application
[Redacted] Program

 **Standard A1
Standard A2
Standard A3
Standard C2**

I, [Redacted] PhD, Assistant Professor of German in the Department of Modern & Classical Languages
Full Name Title Department Name
affirm that [Redacted] Program instructors, teaching courses in
the German Division of MCL, meet the following NACEP Standards:
Department Name

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;” and

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:

At annual [Redacted] summer training and orientation for new instructors, I follow an agenda that includes the following information regarding what the department wants [Redacted] school adjunct instructors to know about:

- + Departmental Philosophy
- + Course Content
- + Course Objectives
- + Essential Content
- + Essential Requirements
- + Preferred Pedagogies
- + Student Assessment Strategies and Guidelines
- + Student Evaluation (Grading procedures, grading scales)
- + Anticipated Curricular Changes
- + Scholarly Activities of [Redacted] faculty
- + Upcoming Departmental Events
- + Departmental Professional Development for [Redacted] Adjunct Instructors

[Redacted] Print Name
[Redacted] Signature
May 6, 2014 Date

Implementing Curriculum Standard 2: Alignment Example from SMSU Biology

Syllabus

- Template provided by mentor includes:
 - Statement about concurrent enrollment program
 - Mentor contact information
 - University policies
- Clearly articulates student learning outcomes
- Supports core concepts determined by respective program/department

Assessment Measures

- Pre- and post-quiz for CEP and university courses
- Exam questions reviewed by university mentor
- Random sample of assignments and student grades per assignment

Research Experience

- SMSU Undergraduate Research Conference
- Align with national professional societies, e.g., PlantingScience

Implementing Curriculum Standard 2: Alignment Example from SMSU Biology

Expected Student Learning Outcomes: Upon successful completion of this course, students will be able to:

- explain and provide examples of evolution via natural selection.
- explain cell form and function.
- explain the principles of heredity.
- explain the flow of energy through ecosystems.
- discuss the relationship between biotic (living) and abiotic (non-living) components of an ecosystem.
- demonstrate knowledge of the principles of scientific inquiry including hypothesis testing, role of evidence, experimental design, data interpretation, and peer review.
- provide specific examples of the relevance of biology to students' lives.

Curriculum Standard 3: What the Review Team Looks For

Curriculum Standard 3

Faculty site visits in each discipline

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.

Curriculum Standard 3:

What Would Happen and How Used to Provide Feedback

During a site visit, the University liaison strives to directly observe student interest, student engagement, & instructor professionalism. The University liaison solicits indicators of alignment between the course taught on campus and the course taught at the high school site in the areas of course syllabus, content, assignments, assessments, philosophical orientation, grading criteria, and classroom environment. Assignment and assessment examples may be collected by the liaison to compare with those from the on campus course. Typically, the liaison observes the entire class followed by a post-observation conversation between liaison and CEP instructor. This conversation begins with the CEP instructor reflecting on the class, followed by a conversation including liaison feedback highlighting observed strengths and suggestions for improvement.

The site visit form is reviewed and a copy is given to the high school instructor, a copy is filed by the University liaison, and an electronic copy is submitted to the secured drop box and maintained by the CEP office.

Curriculum Standard 3: Evidence of Visit Frequency

“All first year CEP instructors are observed during the first offering of the course. Veteran CEP instructors are observed at least one time every 3 years period.”

Concurrent Enrollment Instructor

Site Visit Tracking

First Name	High School Name	Course Number	Course Title	2014-15	Completed	2015-16	Completed	2016-17	Completed	2017-18	Completed
Mike	Kingston High School	33-155	America - A Historical Survey	Required	10/21/2014					Required	
Catrina	Maysville High School	33-155	America - A Historical Survey					Required			
Sally	Gerard High School	17-120	Calculus I					Required			
Tricia	Maysville High School	17-120	Calculus I					Required			
David	T. Jefferson High School	17-118	College Algebra	Required	9/21/2014					Required	
Sally	Gerard High School	17-118	College Algebra			Required					
Matthew	Kingston High School	10-111	Composition					Required			
Dennis	Maysville High School	10-111	Composition					Required			
William	Fairfield High School	44-130	Computers and Information Technology	Required	11/4/2014	Required	10/1/2015	Required		Required	
Victoria	Lanham High School	44-130	Computers and Information Technology	Required	11/4/2014	Required	10/1/2015	Required		Required	
Theresa	Maysville High School	44-130	Computers and Information Technology					Required			
Michelle	Maysville High School	14-131	French: Communication and Culture I					Required			
Michelle	Maysville High School	14-132	French: Communication and Culture II	Required	2/1/2015					Required	
Trudy	Maysville High School	29-102	Fundamentals of Oral Communication					Required			
Lisa	Kingston High School	04-102/04-103	General Biology I & Lab					Required			
Rachel	Maysville High School	04-102/04-103	General Biology I & Lab					Required			
Heather	Maysville High School	04-102/04-103	General Biology I & Lab					Required			
Ryan	Maysville High School	24-114/24-115	General Chemistry I & Lab	Required	10/7/2014					Required	
Ryan	Maysville High School	25-110/25-111	General Physics I & Lab					Required			
Mike	Kingston High School	08-103	General Psychology	Required	10/11/2014					Required	
Libby	Creighton High School	08-103	General Psychology					Required			
Sally	Gerard High School	17-114	General Statistics	Required	9/23/2014					Required	
David	T. Jefferson High School	17-114	General Statistics	Required	9/23/2014					Required	
Nicole	Maysville High School	10-220	Introduction to Literature	Required	1/27/2015					Required	
Brooke	Arkville High School	22-110/111	Lifetime Wellness & Lab	Required	1/17/2015					Required	
Heather	Maysville High School	04-104	Medical Terminology	Required	9/18/2014	Required	9/23/2015			Required	
Tricia	Maysville High School	17-117	Precalculus	Required	9/22/2014					Required	
Sandra	Maysville High School	14-141	Spanish: Communication and Culture I					Required			
Sandra	Maysville High School	14-142	Spanish: Communication and Culture II	Required	11/1/2014					Required	
Sandra	Maysville High School	14-242	Spanish: Communication and Culture II			Required					
Sally	Gerard High School	17-119	Trigonometry					Required			
Catrina	Maysville High School	26-103	Western Civilization II	Required	10/21/2014					Required	
Mike	Kingston High School	26-103	Western Civilization II			Required					

Curriculum Standard 3: Salt Lake CC Example Site Visit Form

<http://www.slcc.edu/concurrentenrollment/liaisons/LiaisonForms/CEAdjunctTeacherPeerEvaluation.pdf>

Curriculum Standard 3: SMSU English Site Visit

At SMSU, site visits are part of an *interlocking* professional development strategy. Each “gear” is reinforces the other.

Discipline-specific
training



Site visits

Ongoing professional development via email,
phone, and/or Skype

Curriculum Standard 3:

SMSU English Site Visit Components

- SMSU visits every class, every semester
- Go as early in semester as is feasible; prioritize newer or struggling teachers
- Options for site visit:
 - Observe a teacher-led class
 - Team teach
 - Teach the class to model college instruction
- Checklist while there:
 - Refer to Site Visit form
 - Verify textbook and syllabus use
- Follow-up with teacher during prep period:
 - Discuss syllabus & major assignments
 - Discuss grading/rigor
 - Explain process for getting sample student papers to ensure rigor
 - Discuss any other problems teacher may need help with
- Complete site visit report & submit to CE director; report is used to track that site visits have been completed and professional development is happening.

Curriculum Standard 3:

SMSU English - Site Visit Form (Top Half)

Name of Supervising Professor: _____

Name of High School: _____

Name of high school teacher: _____

Date of the Visit: _____

Class start time: _____ Class end time: _____

The communication took the form of:

- Presentation to students in the class
- An observation of a teacher lead class activity

If you observed class activity, did you...

- Review the activity with the teacher making suggestions for improvement and noting successful elements
- Consult with the teacher about additional resources that could be useful to improve the activity
- Provided materials to supplement the activity

Did you verify that an approved text was being used by the students?

- Yes -- students are using the approved text
- No -- students are not using the approved text

Has the class received the syllabus?

- Yes: students had and made references to the syllabus.
- No: Students provided no evidence that the syllabus had been distributed.

Curriculum Standard 3:

SMSU English - Site Visit (Example Narrative)

Please describe ALL activities, professional development, personal workshops or other activities that were designed to enhance the teachers' ability to teach, improve the class, extend content knowledge, or in any way aid the pedagogy of teaching:

I taught the class, making sure the students and teacher understand the SMSU library resources, beginning with how they can communicate with our librarians. I then showed them the periodicals/journals chart that explains the differences between types of sources, making a special point to explain the concept of peer-review and how that process impacts the quality of sources. I walked the class through using SMSU's "One Search" database search engine, showing them how to narrow their topic as they search using the filtering features of One Search. I then took questions from the students about the college experience. For the rest of my time there, the teacher and I discussed curriculum and the process by which I sample student papers/grades to assure college-level rigor.

Curriculum Standard 3:

SMSU English - Site Visit (Example Feedback)

Molly,

I read Jamie's paper. I commented on the paper (attached), and I also responded with the rubric (attached) so you can see how I use it. The rubric is intended to offer useful feedback for both formative and summative assessment. Jamie can look closely at the rubric to determine where the paper could be improved.

I think a "C" on this paper is very fair. I appreciate its clarity in terms of thesis, organization, and language. There's a problem, however, with a lack of support for the argument, especially in providing evidence from the story. I also see that Jamie is struggling to smoothly integrate quotations (the few places where they are used) into her essay. I attached an excerpt from the book *They Say, I Say* that explains "quotation sandwiches." This has been an effective strategy for me.

In short, I agree with your grade. Many students are not used to earning anything less than an A, so the reaction you experienced is not unusual. I would emphasize to the student that she has a solid skill set that will grow quickly with diligent practice. It's always good to remind students that this is college: it's supposed to be challenging!

Curriculum Standard 3:

SMSU English - Site Visit (2nd Example Feedback)

Hi Chris,

I read the papers you sent and prepared this general response. There are some common problems that I will address here as a group, and then we can talk about the grading of individual papers when I visit.

Issues, in order of importance:

Thesis: Many of these papers lack a clear thesis, which should be easy to identify by the end of the introduction. A thesis is simply the controlling idea of the paper; a clear thesis should make it easy for the reader to know where the paper is headed, and it should be reflected in topic sentences and transitions.

In addition to thesis concerns, some students seem confused about the goal of this paper: some are taking sides and offering solutions, but that's not what they're supposed to be doing in the opposing viewpoints paper. They should be objectively presenting two sides of an issue. We should not be able to tell what side they are on.

Development of ideas: The length of these papers alone is an indication that they are not giving an in-depth explanation of the ideas in the paper. As a general rule, these papers should be 5-6 pages.

Curriculum Standard 3:

Example Intervention Resulting from Site Visit

Observation Area	Observation Notes Please include comments regarding strengths, suggestions for improvement and the use of media.
Lesson Content	Ms. [REDACTED] gave students “guided notes” to fill out during her lecture of the material, which was presented using Powerpoints from the textbook publisher. The main topic of the lecture was somewhat vague.
Organization	Ms. [REDACTED] referred to past material throughout the lecture. Information that was given about the differences between DNA and RNA was incorrect. She showed a slide of an albino deer but did not connect it to course content. She merely told a personal anecdote about the deer. It would be better to use this slide as a discussion point for course material.
Interaction	The class size was very small with only 7 students. The instructor allowed students to freely ask questions and was willing to clarify information when needed.
Verbal/Non-verbal	All 7 students were positively engaged through the use of the “guided notes.” However, because of the guided notes the rate of delivery was extremely slow. Ms. [REDACTED] told them when/what to write and waited until all students were done writing before moving on. Overall, the pace of the class was too slow.

Curriculum Standard 3:

Example Intervention Resulting from Site Visit

Summary—if you answer no to any of the following questions, please explain in your answers in the summary sheet:

Yes **No**

- | | | |
|--------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Are the course materials used in the class college-level? <i>Coloring and guided note activities are not college level.</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | Are the depth and rigor of assignments, labs, exams, papers, and projects college-level? <i>Attach examples. Unable to judge. No examples, except for course topics have been provided. Many topics are covered in this course so perhaps this takes away from rigor because of the lack of time spent on each topic, or it increases rigor by holding students responsible for so much information. Again, it cannot be judged due to lack of examples/documentation.</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | Are assignments, labs, papers, exams, and projects evaluated as they would be on campus? <i>Attach examples. Unable to judge. No examples have been provided.</i> |

Curriculum Standard 3:

Example Intervention Resulting from Site Visit

Items discussed during summary contact:

As I discussed with Ms. [REDACTED] before leaving my visit, I am concerned with the rate of delivery and the guided notes because it does not prepare the student or reflect the college setting. For example, 10 minutes of the class period was taken by the collection of a previous assignment.

Another concern I have is that the grades coming from this course will not be equivalent to the course that is taught on campus. Currently Ms. [REDACTED] does not administer the [REDACTED] syllabus to her students and does not weight the grades as outlined in the syllabus. As an example of grades, the students receive points for the completion of the guided notes and points for coloring exercises. This does not reflect the rigor associated with a college level course. If it is the desire of Ms. [REDACTED] to assign grades to such activities, she certainly may do so, but should not include them in the [REDACTED] course grade. Students MUST receive the [REDACTED] Master syllabus and it should be fully explained to them that the grading for the course will follow the weights as outlined in the syllabus.

**Prior to my visit, I had requested to see examples of various items (syllabus addendum, exams, etc.). I have not been provided with those items to date.*

Curriculum Standard 3:

Example Intervention Resulting from Site Visit

Ms. [REDACTED]

In my evaluation that I sent to you I indicated that I would like to have a return visit with you this Thursday. I have not heard back from you concerning this and I have not yet received the items that I requested. I want to help get your class where it needs to be for [REDACTED] accreditation but cannot do so without your input. Will you please respond to these requests. I would be happy to still come to you this Thursday, but unless I hear back from you confirming this, I will wait until a time when you feel the necessary changes have been made to the class and I can evaluate the progress.

I hope to hear from you soon.

[REDACTED]

I have attached the Observation Report from my visit on March 7th. Because I have not received the documents requested there are still many questions left outstanding. As you will see, I would like to do a follow up visit with you on April 11th to work a little more toward getting your courses to reflect the [REDACTED] courses. Please confirm that this date will work for you. Thank you for your time.

Curriculum Standard 3:

Example Intervention Resulting from Site Visit

Dear [REDACTED]

I am writing to follow up on correspondence regarding Professor Mitchell's visit to your classroom on March 7, 2013.

That visit, made in accordance with the National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation standards, was intended to ensure that your [REDACTED] BIO 110 Principles of Biology I course at [REDACTED] High School was equivalent to the course listed in our College Catalog and regularly offered at [REDACTED]. NACEP states that the College "must affirm that for each discipline, the pedagogical, theoretical, and philosophical orientation of a Concurrent Enrollment Program course is equivalent to that of the on-campus course."

You will recall that Professor Mitchell determined during that observation with you that, absent necessary modifications, the course could not be considered equivalent. That message was conveyed to you in the above referenced memo.

As we have not yet received your response, I now ask that you provide me with notice of any progress made by June 20, 2013. If you have made progress in meeting the conditions outlined, I will be glad to have Professor Mitchell continue to work with you in the fall and schedule a second site visit.

If I do not hear from you by the above date, I will conclude that you are not making the necessary course modifications and will remove your name from our list of faculty eligible to teach our [REDACTED] [REDACTED] courses effective fall of 2013.

I sincerely hope to hear from you by June 20, 2013 and that you choose to work with us to address areas of concern. You have much to offer.

Sincerely,



Future NACEP Accreditation Mini-Series topics:

February 18 - Faculty Standards

March 10 - Student Standards

April 21 - Assessment Standards

May 19 - Program Evaluation Standards