



NATIONAL ALLIANCE OF  
CONCURRENT ENROLLMENT  
PARTNERSHIPS

# **NACEP Accreditation Mini-Series**

## **Faculty Standards**

**February 21, 2018**

*advancing quality college courses for high school students*

# Presenters



# Faculty Standards 101

**Faculty 1** – Academic leadership 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** – CEP ensures Instructors are informed of & adhere to program policies and procedures.

# Faculty Standard F1

## Intent:

- **To verify that CEP instructors meet post-secondary academic requirements as stipulated by departments and to verify instructor approval process.**

# F1:Required Evidence

## Team is Reviewing:

- 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.

# F1: Instructor Qualifications Example

## **Biology:**

- Master's Degree in biology

## **Business:**

- Master's Degree in the subject area (e.g. Accounting)

OR

- Masters in Business Administration (MBA)

OR

- Bachelors in the specific subject area (e.g. accounting) with experience in the subject area. Masters also required, but in any discipline.

## **Business Information Technology:**

- BS in related field of Business, Business Education, Computer Science, Graphic Arts, Communications or Math. Masters preferred
- Faculty must have demonstrated teaching experience and completed coursework or certification in the area of expertise for any specific course
- If faculty meet core education requirements but have not taken formal coursework in the specific course area, then training can be obtained by taking BIT courses on campus, online, or through registered Independent Study

# F1: Approval Letter Example



March 3, 2017

██████████  
North Central High School  
1801 East 86<sup>th</sup> Street  
Indianapolis, IN 46240

Dear ██████████

Your application to teach Indiana University ENG-W131 in the Advance College Project was sent to Christine Farris, Ph.D., ACP faculty liaison for composition. Professor Farris, on behalf of the IU English Department, approves you to train to offer W131 English Composition.

**ENG-W131 Reading, Writing, and Inquiry I (3 cr.) CASE EC**  
Offers instruction and practice in the reading, writing, and critical thinking skills required in college. Emphasis is on written assignments that require synthesis, analysis, and argument based on sources. W131 class size is capped at 24 students, independent of college credit enrollment.

Certification to teach W131 will be granted upon your successful completion of the June 19-23, 2017, training seminar held on the Indiana University Bloomington campus. Registration logistics will be emailed in May. You will be reimbursed for mileage and be provided a small stipend and hotel accommodations. Although you need attend this training only once you are expected to return to IUB annually for a one-day professional development seminar. The high school must provide a sub for you to attend, however, sub pay is the only cost the school will incur for this collaboration.

Indiana University faculty will periodically review the rigor of IU courses taught in the high school setting in an effort to maintain the high quality of education that each student receives.

We look forward to your involvement in the ACP program. Please contact me at [reacarte@indiana.edu](mailto:reacarte@indiana.edu) with any questions or concerns.

Sincerely,

Rebecca Carter

cc: ██████████, Principal  
██████████, Dual Credit Coordinator

# Faculty Standard F2

## Intent:

- **To confirm instructors receive course-specific training in course philosophy, curriculum, delivery, & assessment to prepare them to offer the course.**



# F2: Required Evidence

## Team is Reviewing:

- 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.

2012 CAP Summer Workshop Sign In Sheet  
July 26, 2012  
8:25 a.m. - 3:00 p.m.  
US University Center

ENG 00 3070

First	Last	Discipline	Time In A.M.	Signature	Time Out P.M.	POP Certificate?
Steve	Atkewidge	ENG 101				
Laura	Bertrand	ENG 101	8:30	As Above	3:00	Yes
Fred	Brocher	ENG 101	8:40	As Above	1:00	
Donna	Bryan	ENG 101	8:30	As Above	3:00	Yes
Misty	Felber	ENG 101	8:35	Donna Bryan	5:00	Yes
Paula	Marrison	ENG 101	8:45	Donna Bryan	5:00	Yes
Ang	Johnson	ENG 101	8:50	Paula Marrison	3:01	Yes
Scott	Martin	ENG 101	8:50	Marrison	3:00	Yes
Erica	Mauer	ENG 101	7:45	Marrison	3:05	Yes
Ross	Ridge	ENG 101	8:50	Marrison	3:00	Yes
Vicki	Runger	ENG 101	8:40	Paula Marrison	11:00	
Patrick	Shaw	ENG 101	8:30	Paula Marrison	12:00	
Oliver	Stansberry	ENG 101	9:00	Present	3:05	Yes
Darvin	Stansberry	ENG 101	7:45	D. Stansberry	3:00	changed for lunch!
Tammy	Vick	ENG 101	8:10	D. Stansberry	3:00	Yes?
Kathy	Weber	ENG 101	8:00	D. Stansberry	1:00	
Lee Ann	West	ENG 101	8:15	W. Weber	3:00	
		ENG 101	8:40	Julia West	3:05	
		ENG 101			3:00	

# F2: Course Specific Training Agenda Examples



INDIANA UNIVERSITY  
ADVANCE COLLEGE PROJECT

TO: ACP W131 Participants  
FROM: Christine R. Farns, Professor of English and Seminar Director  
Deanna M. Jessup, Instructor of English and English Specialist  
DATE: May 2017  
RE: Preparation for the June 19<sup>th</sup> – 23<sup>rd</sup> ACP W131 Teacher Training Seminar

Welcome to the ACP Composition program. We look forward to meeting you at the one-week seminar June 19<sup>th</sup>– 23<sup>rd</sup>. The primary goals of the training seminar will be to introduce you to the aims of Indiana University English W131, Reading, Writing, & Inquiry I, and to help you develop a syllabus for teaching the IU course at your high school next year. Although we have a lot to accomplish in a short period of time, we believe you will find the seminar stimulating and profitable.

The W131 course is based on the notion that first-year English plays an important role in preparing students for the thinking, reading, and writing tasks they will face in college. Because college courses in many disciplines require that students analyze ideas and evidence, i.e., do things with texts, our W131 assignments are designed to provide extensive practice in writing with secondary sources. For each assignment, students are asked to undertake a particular type of writing task (summary, critique, comparative analysis, inquiry driven research, etc.). Strategies for completing these writing tasks are addressed in *Writing Analytically*, 2<sup>nd</sup> edition (WA), the required rhetoric and primary text for this course. The topical units of study will come from the reader, *Writing and Reading for ACP Composition*, 2<sup>nd</sup> edition (WRAC). Please note that this is a custom reader specifically for ACP instruction.

Many of our seminar sessions are organized around the sequence of assignments in the course plan. Much of the week's work will involve your reading, writing, and responding to the readings from the textbooks, sample student papers, and ideas as part of imagining what is at stake for your students in W131.

We have enclosed all the materials you will need to study in preparation for Monday, June 19<sup>th</sup>. You will receive the rest of the materials during the seminar. Handouts for day one, as well as the WA and WRAC texts are enclosed. You need to be familiar with these texts before the seminar, but your specific assignment for Day One follows.

To be prepared for the work to be done the first day, please complete the following before you arrive for the training seminar:

- In order to better understand our course goals and prepare for the discussion the first morning, study the following:
  - Writing Analytically (WA), chapters 1, 2, 3, 4.
  - Robert Schreyer, "The Transition to College Reading" handout
  - Ellen C. Carillo, "Engaging Sources Through Reading-Writing Connections" handout
  - Stanley Milgram, "The Perils of Obedience" (WRAC), pp. 77-69
  - Solomon E. Asch, "Opinions and Social Pressure" (WRAC), pp. 142-147
  - Double Entry worksheets enclosed
- After reading the Schreyer essay, complete a double entry notebook response (worksheet enclosed).
- After reading the Asch essay, complete a one page passage-based focused freewrite as described on pp. 43-45 of *Writing Analytically*. Others in the seminar will be reading this freewrite exercise.
- Because we will be using the film *A Few Good Men* as a test object for the comparative analysis writing assignment on obedience, please view the film at your convenience. Other films often used as objects for the comparative analysis are *Cool Hand Luke*, *The Experiment* (based on the Zimbardo obedience prison experiment), *Frozen*, *Ever After*, and *Chocolat* (2015). The latter three films are for the *Cinderella* unit in WRAC. It is not a requirement that you view these alternative films, but having a working knowledge of them may help you understand their use as objects for analysis.

## IU W131 Reading, Writing, & Inquiry I Training Scheduler Day One Monday, June 19<sup>th</sup>

8:00-8:30 Continental Breakfast

8:30-9:45 Introductions & Consideration for Discussion  
Kick-off Questions  
Course Overview  
Composition at IU p. 1  
Guidelines for Common General Education p. 2  
Indiana's Statewide Transfer General Education p. 3  
Course Sequence p. 4  
Course Syllabus p. 9  
Textbooks: *Writing Analytically*, 2<sup>nd</sup> edition (WA) & *Writing and Reading for ACP Composition*, 2<sup>nd</sup> edition (WRAC)

9:45-10:00 New vs. Old Habits of Mind  
The Old Essay: "My Five-Paragraph-Thesis Thesis" p. 13  
Freshman Term Paper Discovers Something New about *Solar Maner* p. 15

10:00-10:15 BREAK

10:15-11:15 Introduction to College Writing  
Chart for difference between ACP and AP p. 17  
Framework for Success in Postsecondary Writing p. 18  
Double Entry Journals p. 32  
Scholes Discussion  
Student sample for reading log p. 33

11:15-12:00 Sample College Assignments pp. 34-45

12:00-1:10 LUNCH (Sign up for Optional Tuesday Dinner)

1:15-1:45 Microtheme #1: Summary Discussion  
Beau, "Microtheme Strategies for Developing Cognitive Skills" p. 46-57  
Summary Assignment Sheet p. 38  
Active Reading Strategies for Summaries p. 59  
Texts: WA Chapters 1 & 3

1:45-3:00 Activity:  
Participant passage-based focused freewrites for Asch, "Opinions and Social Pressure"—read and post; Discussion of Summary Student Papers pp. 63-64

3:00-3:30 Plagiarism p. 65

**HOMEWORK:** W131 Seminar Activity: Unit Review for Summary Review WA Chapters 2 & 4, Chap. 7 "Six Strategies for Analyzing Sources" pp. 186-196

# F2: Course Specific Training Agenda Examples

## Course-Specific Training Checklist for New CEP Instructors

*Each faculty liaison should use the following checklist to ensure that CE instructor candidates are aware of departmental expectations, protocol, and curriculum and course philosophy. The items on this checklist must be completed before an applicant is approved to begin offering course through the CEP.*

CE Instructor Name: \_\_\_\_\_ Course: \_\_\_\_\_

- Candidate's credentials meet or exceed adjunct faculty status to teach this course on-campus.
- Liaison has visited candidate's classroom for a pre-approval visit.
  - o Date of visit:
- Role of liaison has been explained to candidate.
- Liaison has reviewed with candidate the specific course objectives.
- Liaison has reviewed with candidate any discipline-specific philosophies and/or pedagogy for the course.
- Candidate has received requirements and expectations for the syllabus.
- Liaison has approved the candidate's CE course syllabus and a copy of the syllabus has been sent to the CEP office.
- Liaison has explained textbook considerations/requirements.
- Candidate has been provided the course grading expectations and understands the grading standards for the course.
- Liaison has reviewed required course assessments and rigor of the course, assuring standards of achievement are the same as expected in on-campus sections.
- CE instructor feels prepared to offer this course as a match for the on-campus sections.

\_\_\_\_\_  
Faculty Liaison Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
CE Instructor Signature

\_\_\_\_\_  
Date

# Faculty Standard 3

## Intent:

- To provide annual opportunities for collegial interaction between CEP instructors & campus faculty.
- Should course philosophy, curriculum, focus, or pedagogy change over time, to ensure CEP instructors have regular interaction with other faculty & become aware of changes in current trends in course delivery.
- To engage high school faculty in the collegiate academic community.

# F3 Required Evidence

## Team is Reviewing:

- 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.

# F3: Sample annual discipline-specific PD seminar materials: SUPA SOCIOLOGY

**SYRACUSE UNIVERSITY  
PROJECT ADVANCE.**



## SUPA Sociology Fall 2017 Seminar Agenda

### "Poverty and Income Dynamics in America"

**Dr. Colleen M. Heflin**

Professor of Public Administration and International Affairs and Senior Research Associate at the Center for Policy Research (Syracuse University)

This session will cover poverty measurement and explanations for why people are poor in America today. I will present empirical evidence regarding trends in poverty in America and which demographic groups are more likely to be poor. We will end by using a poverty risk calculator to estimate the individual risk of being poor. I will make connections to social policy and poverty alleviation strategies throughout the session.

**Upstate Seminar**  
**Tuesday, November 28**  
**9a-1p**

Sheraton Conference Ctr (room tba)  
SU Campus, Syracuse

**Downstate Seminar**  
**Monday, December 11**  
**9a-1p**

SU Lubin House  
11 E. 61<sup>st</sup> Street, NYC

As a reminder, all instructors, regardless of teaching status, are required to attend the annual fall and spring SUPA Sociology seminars in order to maintain their certification as SU adjunct instructors. Please contact Christina Parish ([cmparish@syr.edu](mailto:cmparish@syr.edu)) or Andrew London ([anlondon@maxwell.syr.edu](mailto:anlondon@maxwell.syr.edu)), if you have any questions about the seminar or would like to add anything to the agenda.

A screenshot of a Moodle course page titled "SOC 101 Professional Development Seminars". The page shows a list of resources for the Fall 2017 seminar, including "What is Poverty?", "Why Are People Poor in America?", "Seminar Agenda", "Fall 2017 Sociology Professional Development Video", "Fall 2017 Seminar Video - Instructor Response Form", and "Poverty Risk Calculator". It also lists resources for the Spring 2017 seminar, such as "Guest Speaker: Ynesse Abdul-Malak Video" and "Ynesse Abdul-Malak Presentation". The page is viewed from a user editing the course.

moodle.supa.syr.edu/course/view.php?id=84

## SOC 101 Professional Development Seminars

Home | My courses | Global Courses Professional Development | SOC101-PD | Tue editing on

Sociology Course Resources

### SOC 101 FALL 2017 Seminar

- What is Poverty? (Dr. Heflin, SU)  
How Poverty is Measured in America Today and How It Could Be Measured
- Why Are People Poor in America? (Dr. Heflin, SU)
- Seminar Agenda
- Fall 2017 Sociology Professional Development Video
- Fall 2017 Seminar Video - Instructor Response Form  
for international instructors to complete and return
- Poverty Risk Calculator  
a sample classroom activity (which Dr. Heflin demonstrates at the end of the seminar video)

### SOC 101 Spring 2017 Seminar

- Guest Speaker: Ynesse Abdul-Malak Video
- Ynesse Abdul-Malak Presentation  
"Living the American Dream? Wealth and Health Inequalities in the U.S." ppt file
- Spring 2017 SOC 101 Seminar Instructor Response Form

### SOC 101 Fall 2016 Seminar

- Fall 2016 SOC 101 Seminar Instructor Response Form 231.8K3 Word document
- Fall 2016 Seminar Presentation 7.1MB Powerpoint presentation  
Dr. Edwin Ackerman's PPT file for "What Part of Illegal Don't You Understand?": Tracing Shifts in the Debate over Immigration"
- Guest Speaker, Dr. Edwin Ackerman video

### SOC 101 Spring 2016 Seminar

Seminar Materials

- Spring 2016 Seminar Handout - Sample Assignments
- Guest Speaker, Dr. Janet Wilmoth  
PDF file of presentation - "Integrating Aging and Life Course Concepts into Introductory Sociology Courses"
- Dr. Wilmoth's SOC 101 Syllabus

# Faculty Standard 3: Sample annual discipline-specific PD seminar materials: SUPA WRITING

## Syracuse University Project Advance

### Fall 2017 SUPA Seminar WRT 105: Practices of Academic Writing

#### AGENDA

##### Downstate Meetings:

Friday, November 3, & Monday, November 6, 2017  
SU Lubin House, 11 E. 61<sup>st</sup> St, NYC

##### Upstate Meetings:

Friday, October 27, & Monday, October 30, 2017  
SU Sheraton Conference Ctr, SYR (*room 104*)

- 8:30-9:00 Continental Breakfast
- 9:00-9:30 PA announcements
- 9:30-12:00PM Genre Theory: Pedagogy and Practice
- 12:00-1:00 Lunch
- 1:00-2:00 WRT 105 Planning w/ [Jonna](#) (current Anne and [Jonna](#) 105 materials; Bb stuff)
- 2:00-2:15 Seminar feedback, Discussion wrap-up

All WRT 105 instructors—*regardless of teaching status*—are required to attend the fall seminar in order to maintain their certification as a SU adjunct instructor. Please contact Sean Conroy at [smconroy@syr.edu](mailto:smconroy@syr.edu) with any inquiries or guest requests.

#### Included in folder:

Agenda  
Blackboard Instructions  
Readings  
Anne and [Jonna](#)'s syllabus/assignments/calendar

The screenshot shows a Blackboard LMS interface for the course 'Fall 2017 WRT 105 Seminar'. The top navigation bar includes 'Syracuse University', 'Blackboard @ SU', 'Courses', 'Organizations', and 'Support Pages'. The course title 'WRT 105 Resources' and 'Fall 2017 WRT 105 Seminar' is displayed. A left-hand navigation menu lists various resources and tools, including 'SU Project Advance English (503d.org)', 'WRT 105 Resources', 'ETS 181 Resources', 'ETS 192 Resources', 'WRT 114 Resources', 'Archive', 'Discussions', 'Tools', 'Announcements', and 'Help'. The main content area shows a list of items:

- Fall 2017 WRT 105 Seminar**: Enabled: Statistics Tracking, Digital Video File of seminar
- Sample Assignments and Student Responses**
- WRT 105 Fall 2017 Seminar Agenda**
- Sommers and Saltz "The Novice as Expert"**
- Teicher "A New Way to Talk about Poverty in Troy NY" (State)**
- Fahnestock & Secor on Audience & Exigence**
- Ramage on Kairos**
- Rebecca Solnit "Geographic Identities"**
- Anne's Map of Contingent Identities "Syracuse in Four Exposures"**
- Summary Heuristic Form**

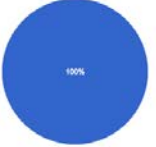
# Faculty Standard 3: Annual PD Attendance Tracking Reports

## sample SUPA Online System

Visit Reports | Lookup High School | Welcome, Chris Parish

### Downstate Writing Seminar B

Fall, 2017  
Lubin House on Feb 08, 2018  
11 East 61st Street, New York, NY 10065  
WRT 105



100%

Seminar Details | Mark Attendance | Send Email

**Speaker & Seminar Description** [Download CTLE Form](#) | [Download Registration Form](#)

After you have entered and saved the seminar details download the CTLE form. The registration form will be available after attendance has been added.

Title (30 chars. max.)  
Downstate Writing Seminar B

Requires Video recording and posting to an LMS  
No

Selecting 'Yes' will send an email to Tory to initiate further steps.

CTLE UC Course Name (Entered by SUPA Registrar)  
NPA 127 U004 22406

CTLE Registration Deadline  
11/13/2017

Other Seminar Section(s) (Ctrl Click to select multiple)  
Update Writing Seminar A  
Update Writing Seminar B  
Downstate Writing Seminar A

Speaker  
Anne Fitzsimmons

Description  
Anne Fitzsimmons and Jonna Giltus will introduce and provide time to practice some go-to strategies especially relevant to the revised WRT 105 curriculum, and share a couple of new 105 unit-length projects. Teachers will be introduced to our

Instruction Format  
Classroom

# of CTLE Hours Awarded  
4

Reports | Lookup High School

Primary Contact Person  
Sean Conrey (smconrey@syr.edu)

Start & End Times  
11/06/2017 8:30 am - 11/06/2017 2:00 pm

Save Details =>

Attended (22)  
 Not Attended (0)  
 Distance (0)

**Ross Abrams**  
Hastings High School  
In the Program  
[Confirmation Link](#)

**James Arricale**  
Memorial High School  
In the Program  
[Confirmation Link](#)

**Brian Bacher**  
Washingtonville HS  
In the Program  
[Confirmation Link](#)

**Joshua Blum**  
Hastings High School  
In the Program  
[Confirmation Link](#)

**Douglas Cronk**  
White Plains Senior High School  
In the Program  
[Confirmation Link](#)

**Rose Curanaj**  
Archimedes Academy  
In the Program  
[Confirmation Link](#)

Course Certificates | Degree & Education Details | Seminar Attendance

Notes

Seminar Attendance

	Term	Date	Status	Comment
1.	Fall 2014	10/03/2014	Attended	
2.	Spring 2015	03/26/2015	Attended	
3.	Spring 2015	03/27/2015	Attended	
4.	Fall 2015	English	Attended	
5.	Spring 2016	English	Attended	
6.	Fall 2016	SUPA Downstate WRT 105 Seminar B	Attended	
7.	Spring 2017	SUPA Downstate ETS Seminar B	Attended	
8.	Spring 2017	SUPA Downstate Presentational Speaking Seminar	Not attended	"forgot about conflict with some other school event"
9.	Fall 2017	Downstate Writing Seminar B	Attended	



# PD Best Practices

- Discussion of current research
- Author visits
- On-campus observations
- Collaborative course content development
- Online, interactive discussion board
- Online videos





# Faculty Site Visits as PD (F3)

- Meets Standard F3
  - Occurs annually
  - Documented interaction (separate from site visit)
    - Agenda, handouts, notes, etc.
    - Content expands instructor's knowledge in discipline
- Does not meet Standard F3
  - Observation of course delivery & brief reflection/follow-up

# Faculty Standard 4

## Intent

- To have clear expectations and policies for CEP instructors that are reflected in a comprehensive guide or handbook.
- To have a system for communicating those policies and procedures to new CEP instructors, in particular, beyond simply a published guide.
- Intent is *not* to demonstrate that any instructors have been de-certified from teaching CEP courses for non-compliance but that an enforceable policy is in place and communicated to school partners and instructors to establish clear expectations.

# F4: Required Evidence

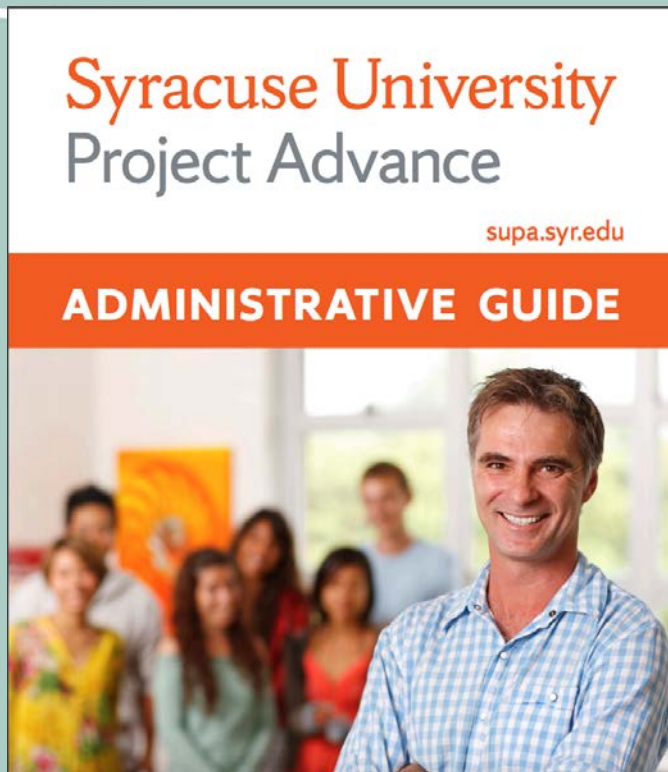
## Team is Reviewing:

- 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
- 3) A copy of the procedures for instructor non-compliance. If you have had a non-compliant instructor/s, provide documentation of the process followed.

## F4: Notes on Evidence

- An *administrative orientation* that addresses program policies and procedures, including instructor non-compliance policies, is distinct from the *discipline-specific training* for new CEP instructors in F2.
- The administrative orientation may be facilitated by the CEP staff and should be provided prior to the instructor teaching the course.
- If the CEP has a single administrative policy and procedures guide, care should be taken to provide information specific to CEP instructors, such as PD expectations, the CEP non-compliance policy, CEP student enrollment procedures, etc.

# F4: CEP ensures instructors are informed of and adhere to program policies & procedures (including non-compliance policies) sample SUPA Admin Guide

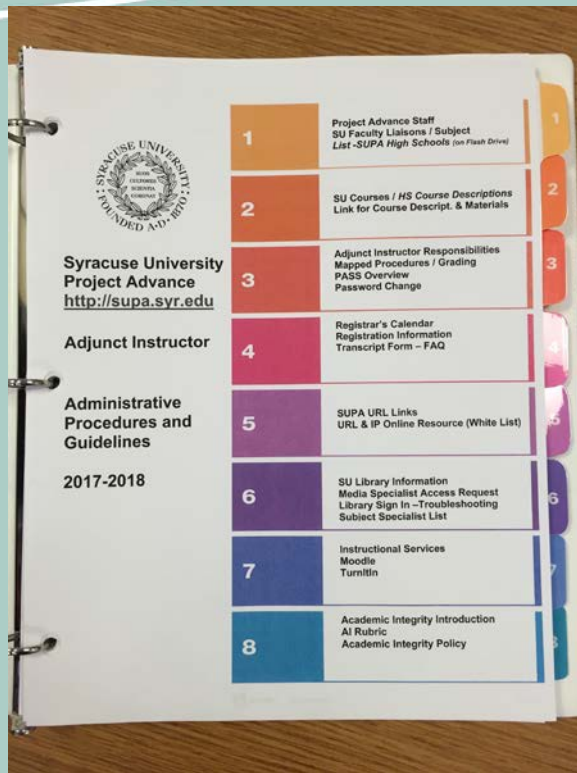
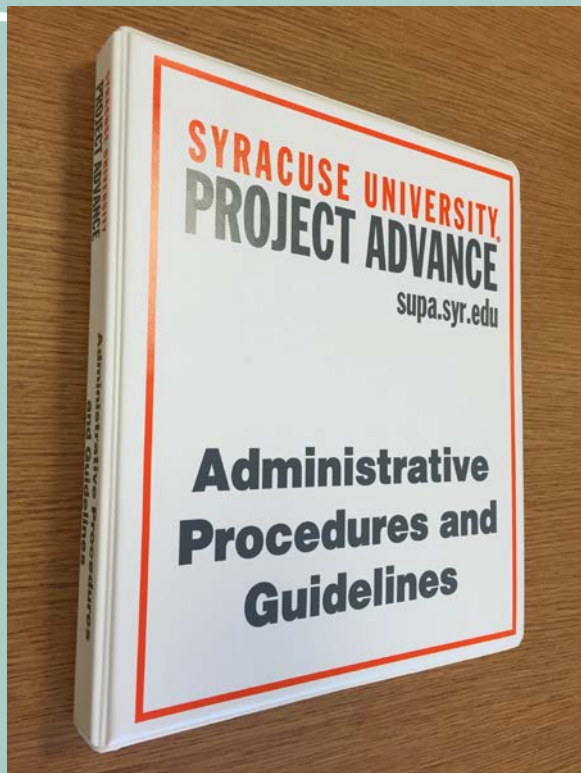


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1 | Project Advance Administrative Guide

F4: CEP ensures instructors are informed of and adhere to program policies & procedures (including non-compliance policies)  
sample SUPA Summer Institute Orientation materials





# F4: Other Examples of CEP Administrative Orientation

- Self-paced online workshop and quiz to track completion
- Webinar presentation
- Video resources
- One-on-one meeting with CEP director/staff

# Questions



## Future NACEP Webinars and Events:

**February 23:** Discover Series Webinar-Cohort, Coaching, and Curriculum

**February 26:** Nacep Webbytes-Home School Students: Providing Early College Access for All Populations.

**March 1:** NACEP Webbytes-A Journey through Institutional Change

**March 8:** Dual Enrollment Marketing Panel Webinar

**March 13:** Starting the Conversation-Strengthening the Concurrent Enrollment Faculty Relationships for Student Success.

**March 19:** NACEP Accreditation Mini-Series-Curriculum and Assessment

