



NATIONAL ALLIANCE OF  
CONCURRENT ENROLLMENT  
PARTNERSHIPS

# Accreditation 101: Introduction to NACEP's National Standards for Program Quality

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# Importance of Standards & Quality

**The Dallas  
Morning News**

Not all colleges accept dual-credit hours  
amassed by Texas high school students

**INSIDE  
HIGHER ED**

**NYU Downgrades Dual Enrollment**

**THE CHRONICLE OF HIGHER EDUCATION**



**THE CONVERSATION**

Online opinion on ideas and higher education.

**The Dark Side of Dual Enrollment**

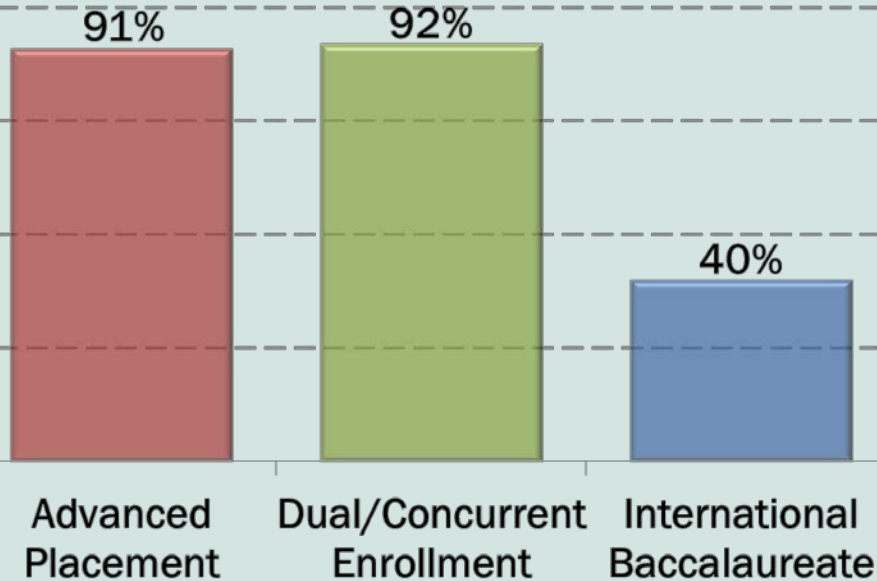


**Council of Writing Program Administrators**

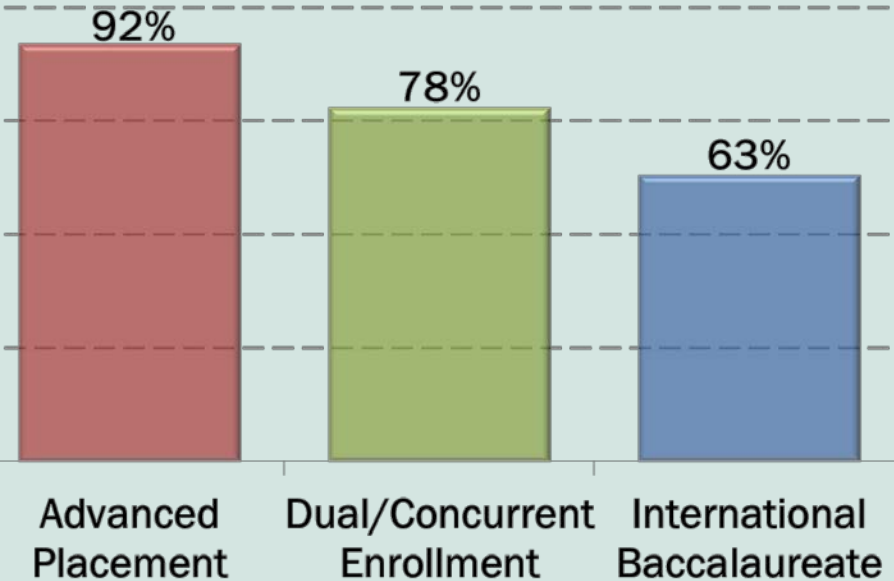
WPA-L Listserv topic: "Credit Laundering"

# Credit is Widely Accepted

## Public Institutions



## Private Institutions



**Source:** Western Interstate Commission for Higher Education, *Accelerated Learning Options: Moving the Needle on Access and Success*, June 2006.

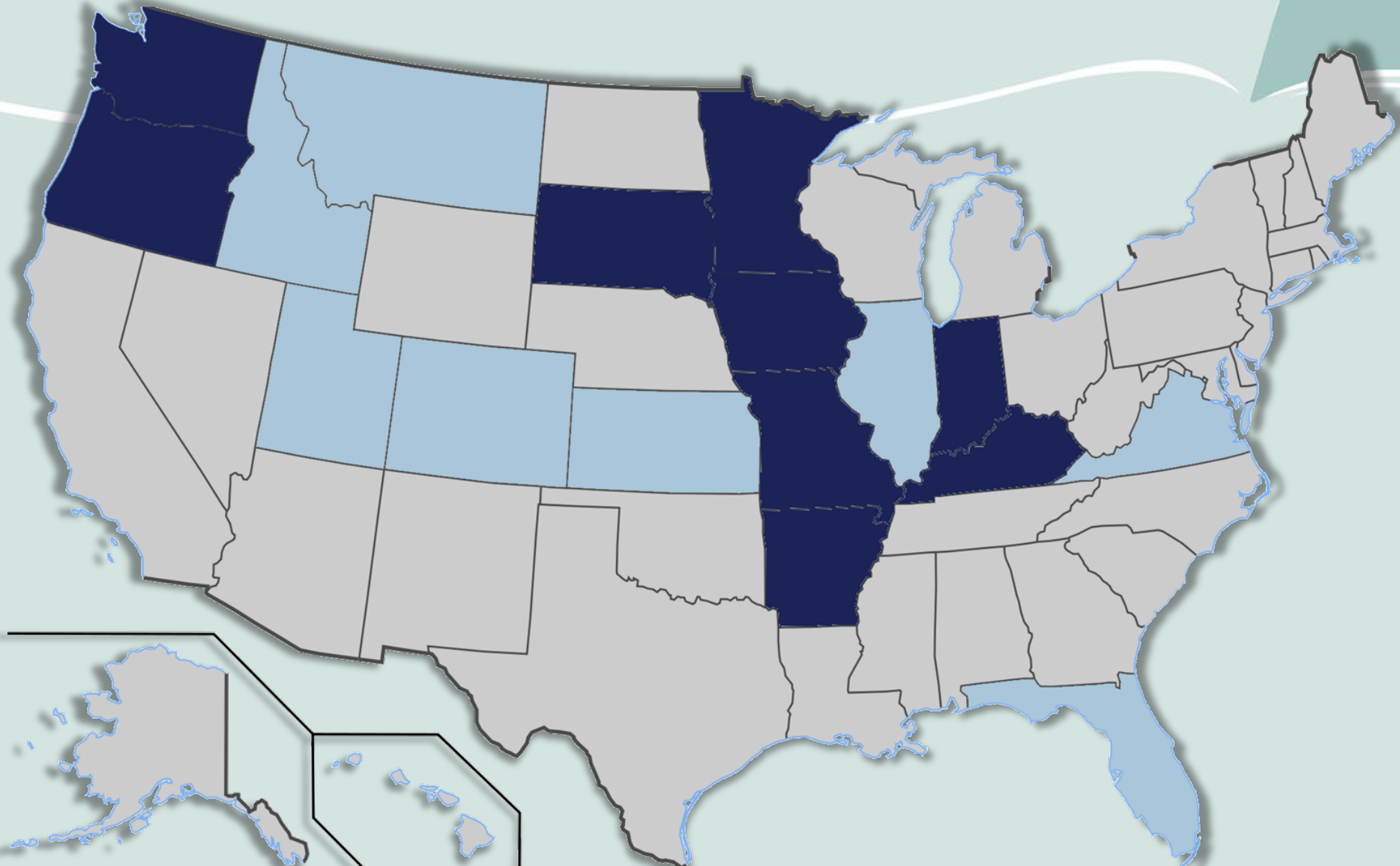
# Higher Education Accreditation

Four types of higher education accrediting organizations:

- Regional accreditors
- National faith-related accreditors
- National career-related accreditors
- Programmatic accreditors

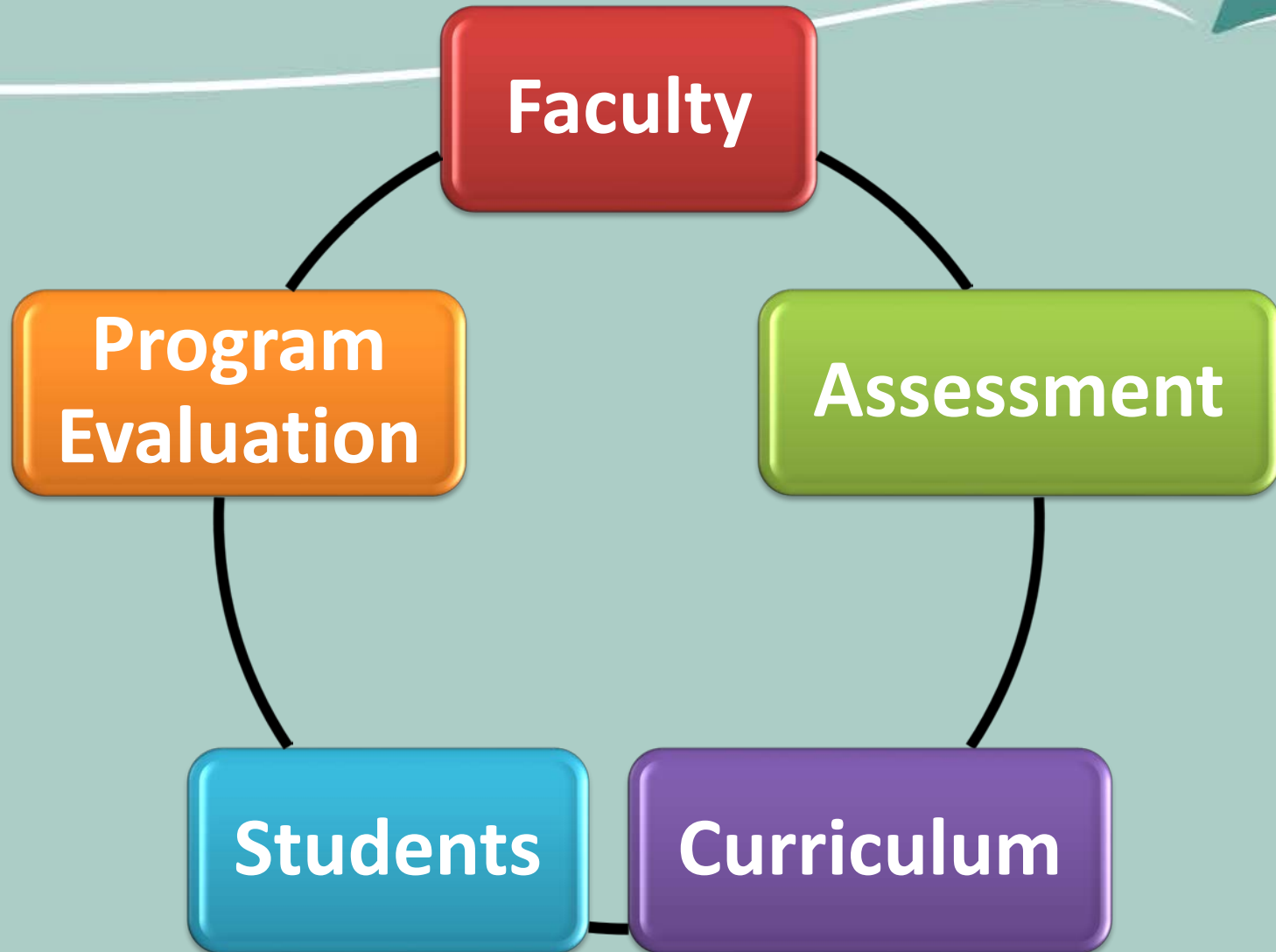


# Quality Standards: NACEP in State Policy



■ State standards modeled on NACEP standards ■ State requires or encourages NACEP accreditation

# NACEP Standards: Guiding Principles



# Faculty Collaboration is Critical

- Instructors must be approved **by the academic department**
- Instructors must receive **course-specific orientation** prior to teaching the course
- Ongoing **annual, discipline-specific** professional development
- Mechanisms for alignment of **curriculum, assessments, and grading scales**
- **Faculty site visits** to ensure that the college course taught in the high school is the same as the course offered on campus

# Consistent Expectations

- Students meet the same **academic criteria to enroll** in course (placement testing, course prerequisites)
- Courses must include same course **content, learning outcomes, and grading scales**
- Students must be **assessed** using consistent methods
- Course **registration and transcripting** is consistent with on campus procedures



# Displaying Greater Accountability

Because of the added scrutiny that concurrent enrollment faces, programs can display greater accountability by:

- Conducting **end of course student evaluations** for every CEP course section each term, regardless of the frequency of on-campus evaluations
- Preparing **program evaluations** through surveys of participating instructors, guidance counselors, and principals
- **Research longitudinal student success**, including student alumni surveys