



**Statement of
National Concurrent Enrollment Partnership
Standards**

**Adopted
April 2002**

NACEP Statement of Standards

Overview

Prologue	The National Alliance of Concurrent Enrollment Partnerships (NACEP) was established during the annual meeting in Utah in November 1999 as an organization of education professionals who administer or participate in Concurrent Enrollment Partnerships (CEP).
Mission	The National Alliance of Concurrent Enrollment Partnerships (NACEP) links college-school programs offering college courses in high schools. NACEP supports and promotes its constituent programs through quality initiatives, program development, national standards, research, and communication.
Definition	<p>Through Concurrent Enrollment Partnerships, qualified students can earn college credit prior to high school graduation. CEPs differ from other pre-college credit programs because high school instructors teach the college courses during the normal school day. Such programs provide a direct connection between secondary and post-secondary institutions and an opportunity for collegial collaboration.</p> <p>Although courses in some CEPs may have some elements or characteristics of the programs stated below, CEPs are distinct programs from the following:</p> <ul style="list-style-type: none"><input type="checkbox"/> Programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer.<input type="checkbox"/> Programs where college faculty travel to the high school to teach courses to the high school students.<input type="checkbox"/> The College Board Advanced Placement Program and the International Baccalaureate Program where standardized tests are used to assess students' knowledge of a curriculum developed by a committee consisting of both college and high school faculty.
Standards Purpose	NACEP <i>Standards</i> are measurable criteria of CEP elements that are the basis of quality programs. College or University NACEP members have met and submitted evidence of implementation of the NACEP standards. College or University Provisional Program Members are in the process of meeting the standards. Each standard includes: (1) Standard Statement, (2) Categories of Evidence and (3) Illustrative Case Example.
Standard Categories	<ul style="list-style-type: none"><input type="checkbox"/> Curriculum (C)<input type="checkbox"/> Faculty (F)<input type="checkbox"/> Students (S)<input type="checkbox"/> Assessment (A)<input type="checkbox"/> Program Evaluation (E)

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Curriculum

Curriculum 1 (C1)	College or university courses administered through a CEP are catalogued courses and approved through the regular course approval process of the college or university. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description.
Curriculum 2 (C2)	College or university courses administered through a CEP are recorded on students' official academic record of the college or university.
Curriculum 3 (C3)	College or university courses administered through CEPs reflect the pedagogical, theoretical and philosophical orientation of the colleges and universities sponsoring faculty and/or academic department.

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Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through the CEP meet the academic requirements for faculty and instructors teaching in post-secondary institutions as stipulated by the respective academic departments.
Faculty 2 (F2)	The post secondary institution provide high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and CEP administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty (F3)	Instructors teaching the CEP sections are part of a continuing collegial interaction, through annual professional development, required seminars, site visits, and ongoing communication with the post-secondary institutions' faculty and CEP administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.

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Students

Students 1 (S1)	High school students enrolled in courses administered through a CEP are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2 (S2)	Post-secondary institutions outline specific course requirements and prerequisites.
Students 3 (S3)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.

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Assessment

Assessment 1 (A1)	CEP students are held to the same standards of achievement as those expected of students in on-campus sections.
Assessment 2 (A2)	Every section of a course offered through a CEP is annually reviewed by faculty from that discipline and CEP staff to assure that grading standards meet or exceed those in on-campus sections.
Assessment 3 (A3)	CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

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Program Evaluation

Evaluation 1 (E1)	The CEP conducts annual program assessment and evaluation of its practices including at least course evaluations by CEP students and follow-up of the CEP graduates who are college or university freshmen. Qualified evaluators/ researchers and/or the college's or university's institutional research office conduct and analyze evaluations and assessments.
Evaluation 2 (E2)	The CEP conducts, every 5 years, an impact study of the CEP on participating high school instructors, principals and guidance counselors. Qualified evaluators/ researchers and/or college's institutional research office conducts evaluations and assessments.
Evaluation 3 (E3)	The CEP conducts, every 5 years, a follow-up of CEP graduates who are seniors in a college or university. Qualified evaluators/ researchers and/or college's institutional research office conducts evaluations and assessments.