DUAL CREDIT PROGRAMS

NACEP Accreditation 101

National Alliance of Concurrent Enrollment Partnerships (NACEP)

Friday, November 30, 2018

Outline

- Overview
- Dual Credit Faculty Profile
- Steering Committee Role
- Accreditation Guide
- NACEP Standards
- Resources
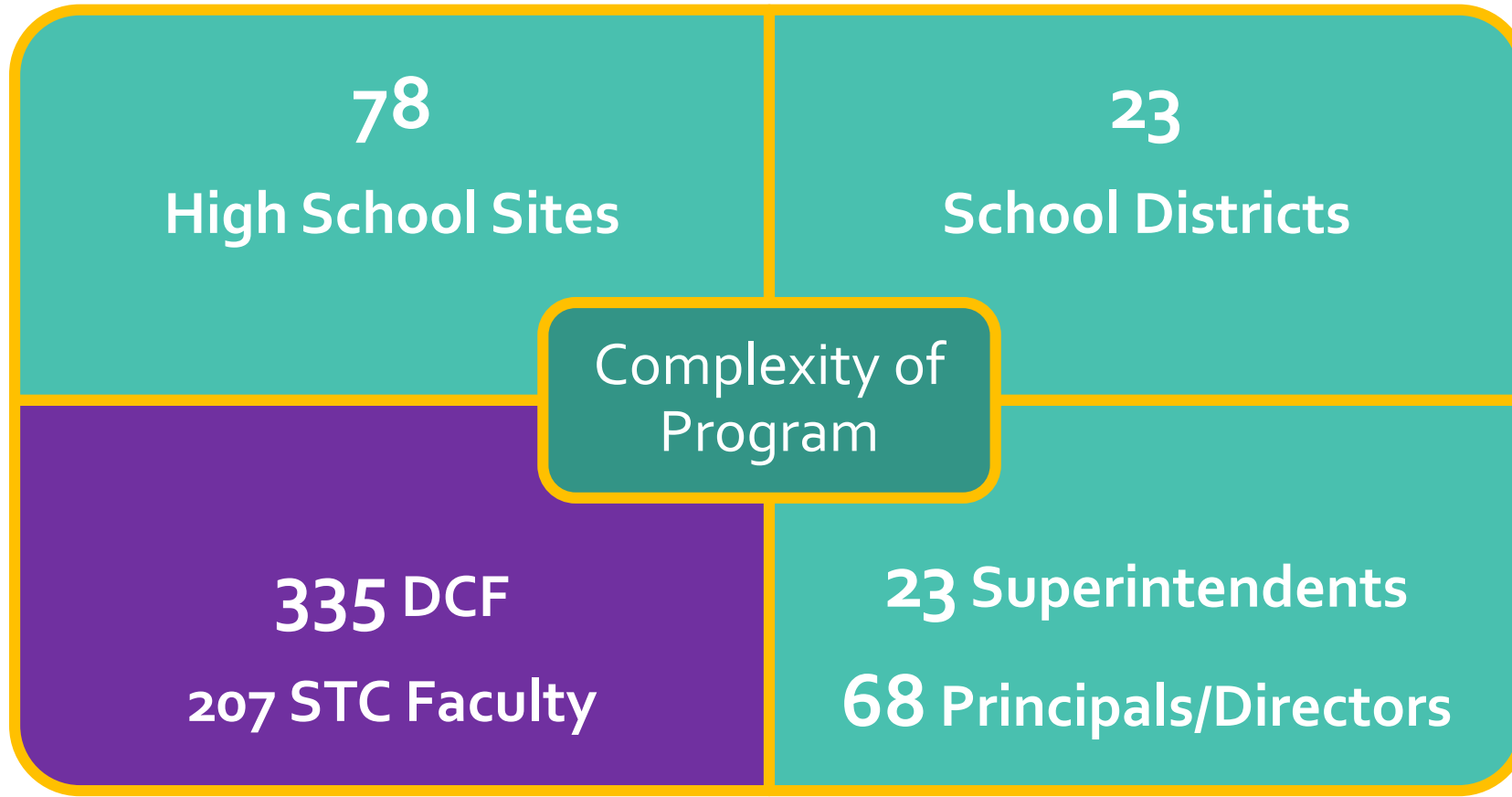- Next Steps

SOUTH TEXAS COLLEGE

Overview of NACEP Accreditation

- NACEP accreditation will provide **national recognition** that the **college-credit bearing courses taught in high schools by dual credit faculty** (high school teachers) through the College's Dual Credit Programs (DCP) follow best practices and meet quality standards

- College must demonstrate all policies and practices in **the NACEP Accreditation Standards have been implemented** during the school year immediately preceding the submission of the application for accreditation

Program Complexity
Fall 2018

78 High School Sites	**23** School Districts
335 DCF **207** STC Faculty	**23** Superintendents **68** Principals/Directors

Complexity of Program

Role of NACEP Steering Committee

- NACEP Accreditation Self-Study Steering Committee formed in **Spring 2018**

- **Sub-Committee for each Standard:**

  - **Review** implementation of each area of the NACEP standards

  - **Develop** implementation plans for standards not yet in place

  - **Identify** evidence and documentation necessary to complete an application

NACEP Steering Committee Membership

Division/Department Membership

- BPST Division
  - **Esmeralda Adame**

- LASS Division
  - **Dr. Ety Bischoff**
  - **Dr. Chris Nelson**

- MSB Division
  - **Dr. Enriqueta Cortez**
  - **Mario Morin**

- NAH Division
  - **Sharon Rice**

- Council of Chairs
  - **Ricardo Olivares**, President

- Faculty Senate
  - **Diane Teter**, President

Staff

- Dr. Rebecca De Leon, Chair
- Carol Woods, Co-Chair
- Nick Gonzalez
- Otoniel Matamoros
- Murad Odeh
- Alejandra Cantu
- April Castaneda
- Antonio De La Cruz
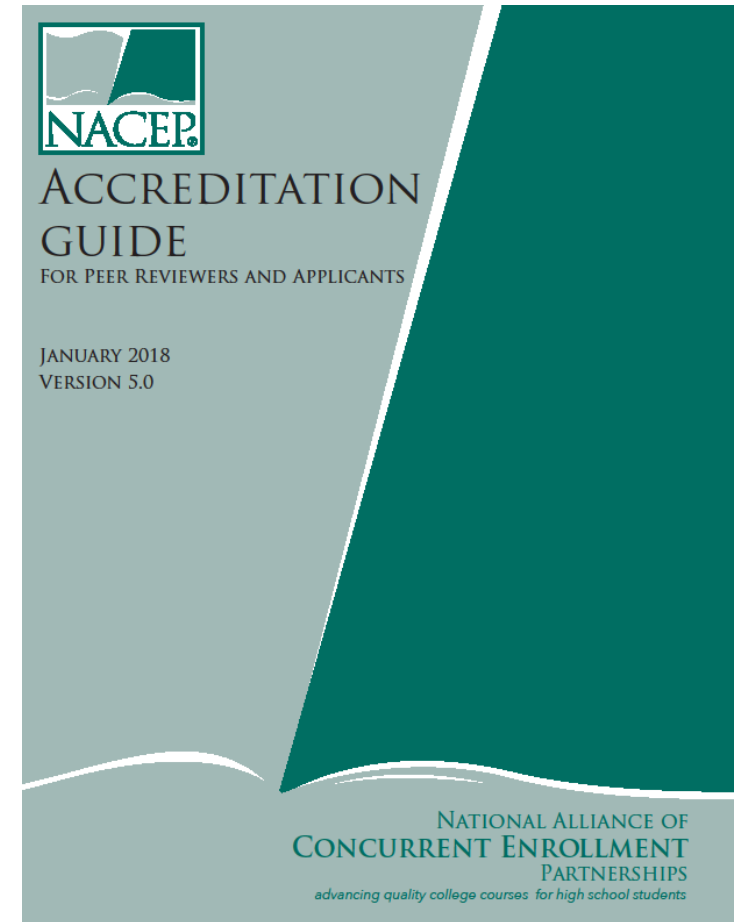- Maria De Leon
- Abigail Guzman

NACEP Accreditation Guide
for Peer Reviewers and Applicants

Organization of the Guide

For each Standard, as well as the Program Description information required in an accreditation application, the Guide includes the following information:

✓ **Standard:** As adopted by the Voting Membership in May 2017

✓ **Required Evidence:** These are the *minimum* expected pieces of **evidence** that must be provided in order for an accreditation application to be considered complete.

✓ **Commentary:** This advice helps applicants and peer reviewers understand the **range of acceptable practices** within a Standard

NACEP

ACCREDITATION GUIDE
FOR PEER REVIEWERS AND APPLICANTS

JANUARY 2018
VERSION 5.0

NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS
advancing quality college courses for high school students

NACEP Standards

Practices Required by the NACEP Standards

- **Monitoring the quality and rigor of instruction** in college courses offered in partner high schools

- Holding dual credit students to the **same standards of achievement** as students in on-campus courses

- Requiring that **dual credit faculty meet the same academic credential requirements as on-campus faculty**

- Requiring that **dual credit faculty are provided course-specific training prior to teaching the course**

- Requiring that dual credit faculty are provided **ongoing discipline-specific professional development**

- Requiring that the College's concurrent enrollment programs **display accountability through evaluation** in accordance with NACEP standards

NACEP Standards Categories

Standards	Division/Departments Responsible
• Partnership Standards	OVPAA and DCP Administration
★ Faculty Standards	Curriculum Office DCP Administration Academic Divisions
★ Assessment Standard	
★ Curriculum Standards	
• Student Standards	SAEM and DCP Administration
• Evaluation Standards	DCP Administration

Faculty Standards

- **Faculty 1 (F1)** All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and **must meet the minimum qualifications for instructors teaching the course on campus**.

- **Faculty 2 (F2)** Faculty liaisons at the college/university provide all **new concurrent enrollment instructors with course-specific training** in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.

- **Faculty 3 (F3)** Concurrent enrollment instructors participate in college/university provided **annual discipline-specific professional development and ongoing collegial interaction** to further enhance instructors' pedagogy and breadth of knowledge in the discipline.

- **Faculty 4 (F4)** The concurrent enrollment program ensures instructors are **informed of and adhere to program policies and procedures**.

Discipline-specific and Course-specific PD

- NACEP Faculty Standards stipulate **course-specific professional development** for new DCF prior to the instructor teaching the course

- **Continuing DCF** should receive annual **discipline-specific** training that differs from the initial training needed by new DCF

- **Course-specific** professional development needs to be delivered by the **academic discipline** to its dual credit faculty

- OPOD scheduled optional **discipline-specific breakout sessions** for the morning portion of the Fall semester PD Day held on Saturday, August 25, 2018 and will do the same for the PD Day on January 19, 2019

- Departments have the opportunity in their afternoon departmental meetings on PD Day to deliver **course-specific** professional development for their DCF or they can schedule training throughout the year

- Attendance, agenda, and training materials can be **documented** through OPOD's Professional Documentation System

The term **discipline-specific** professional development means a comprehensive, sustained, and intensive approach to expanding an instructor's knowledge in the field of study in which s/he teaches.

Assessment Standard

- **Assessment 1 (A1) -** The college/university ensures concurrent enrollment students' **proficiency of learning outcomes** is measured using **comparable grading standards and assessment methods** to on campus sections.

1. **Statement of Equivalency** written by each discipline
2. One paired example of student assessment tools from on-campus and concurrent enrollment sections (such as final exam, lab exercise, essay assignment, or grading rubric)

Curriculum Standards

- **Curriculum Standard C2** - The college/university ensures the concurrent enrollment courses reflect the **learning objectives**, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.

1. Paired syllabi
2. **Statement of Equivalency** for each discipline written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.

- **Internal deadline: March 1, 2019**

Curriculum Standards

- **Curriculum Standard C3** - Faculty Liaisons conduct **site visits** to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.
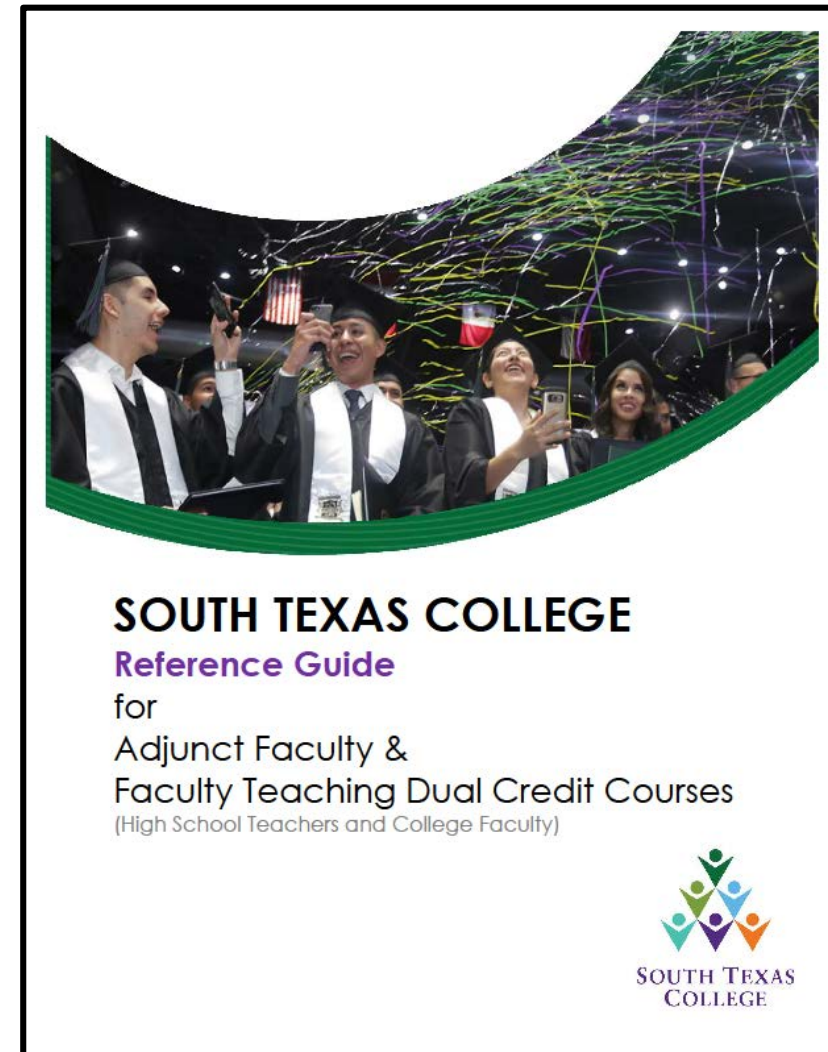
Resources

DCP Instructional & Quality Standards Manual
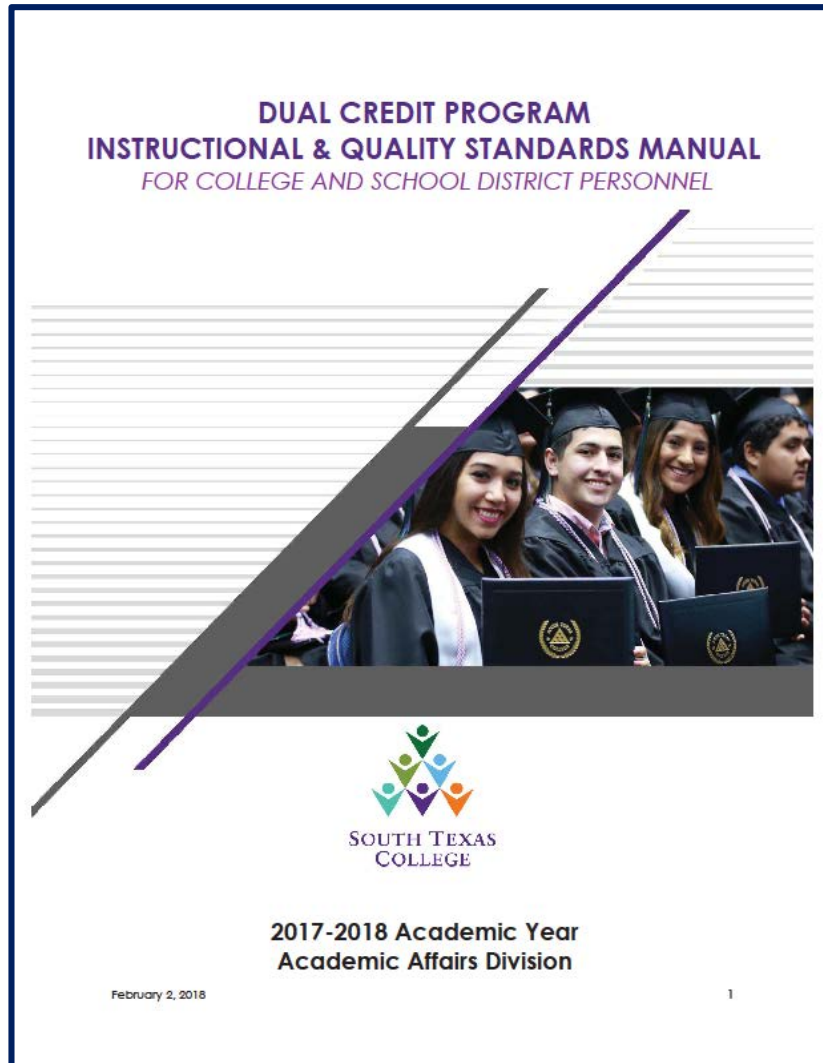
DC Reference Guide for Faculty

Checklist for New Dual Credit Faculty

Departmental Checklist for New Dual Credit Faculty

The department chair/assistant chair/dual credit faculty liaison should use the following checklist to ensure that each new Dual Credit Faculty (DCF) is aware of departmental expectations, protocol, and curriculum and course philosophy. The items on this checklist should be completed before the DCF begins teaching dual credit courses for the College.

Departmental Expectations

- ☐ Meet with DCF to discuss particular requirements for the department.
- ☐ Verify that DCF credentials have been approved for the assigned course(s), and subsequently verify that credentials have been approved for any newly assigned course(s) that DCF is later scheduled to teach.
- ☐ Prior to the DCF teaching the course, determine if a pre-approval visit to the classroom(s)/lab(s) used by the DCF is needed in addition to the classroom observation site visit done for the Faculty Evaluation.
- ☐ Review required course assessments and rigor of the course with the DCF to assure that the standards of achievement are the same as expected in on-campus sections.
- ☐ Review with DCF any discipline and course-specific philosophy, curriculum, assessment, learning objectives, and/or pedagogy for the course.
- ☐ Provide course grading expectations and check that DCF understands the grading standards for the course.
- ☐ The Chair will provide overall guidance and support to the DCF. The chair can serve as a mentor or assign a full-time faculty mentor in the same discipline to ensure that appropriate academic expectations have been set and are being followed. The Chair will provide information about the DCF mentors to the Department of Dual Credit Programs.
- ☐ Address other areas as needed to help ensure that the DCF feels prepared to offer this course as a match for the on-campus sections.

College Policies and Procedures

- ☐ Provide requirements and expectations for the syllabus and course outline, inform DCF of deadlines for submitting syllabus/course outline, and review and approve the syllabus and course outline within the first week of instruction.
- ☐ Provide DCF access to the electronic version of the Faculty Handbook so DCF is familiar with and adhere to professional guidelines, policies, procedures, rules, and expectations.
- ☐ Provide DCF access to student handbook detailing add/drop and withdrawal policies, Code of Student Conduct, grading policies, critical dates, and other pertinent information.
- ☐ Provide contact hours information to the Dual Credit Faculty explaining how many instructional hours need to be met to ensure fulfilling required contact hours, reporting faculty absences, as well as the STC policy on the use of a qualified substitute for a class meeting.
- ☐ Verify that DCF are aware of the rights and responsibilities and other information found in the reference guide for faculty teaching Dual Credit courses, the Dual Credit MOU and/or ECHS MOU, and the *Dual Credit Programs Instructional and Quality Standards Manual*.

Professional Development, Department Meetings and Training

- ☐ Inform DCF that they are expected to participate in the College's Professional Development activities for dual credit faculty that include professional development days scheduled prior to the beginning of each long semester and any required discipline and course-specific professional development.

- ☐ Inform new DCF that they are expected to successfully complete the Developing Excellence in Learning and Teaching Academy (DELTA) Online course prior to or during their first semester of teaching DC courses for South Texas College.
- ☐ Provide DCF with the department's meeting schedule before the beginning of the semester, so that DCF can coordinate teaching responsibilities at the high school in order to attend required department meetings.

Textbooks and Course Materials

- ☐ Verify that DCF have the STC-approved textbook, lab manual, ancillaries, and other materials for the course.
- ☐ Verify with DCF the availability of textbooks for each student and how and when students will be issued required textbooks and other instructional materials for the course.

STC Documentation

- ☐ Provide DCF with instructions on how to check class rosters and refer students not on the roster to the appropriate School District counselor and the STC Dual2Degree specialist.
- ☐ Verify that DCF has due dates for CLO assessment and has instructions on using PRIDE.
- ☐ Instructions have been provided on accessing SmartEvals and the periods of submission.
- ☐ Verify that DCF know how to access the Faculty Evaluation Plan and are aware that they fall under the guidelines and evaluation timeline defined for Adjunct Faculty.

Contact Information

- ☐ Verify that DCF agrees to set up and regularly check South Texas College email.
- ☐ Obtain acknowledgment from DCF that they are expected to respond to emails and phone calls from the departmental office within one day of receiving these communications.
- ☐ Verify that DCF has provided accurate contact information to which the STC department chair will have consistent access to contact them and that the DCF has STC departmental contact information.

_____   _____   _____
Dual Credit Faculty Name   Dual Credit Faculty Signature   Date

_____   _____   _____
Department Chair Name   Department Chair Signature   Date

_____   _____
Department   Course(s) Approved to Teach

Next Steps

Accreditation Timeline
2019-2020 Cycle

The NACEP Accreditation Commission established the following deadlines for the 2019-20 accreditation review cycle:

- **Begin Self-Study** one to two years in advance of submitting an application
- **Monday, January 21, 2019**
  - Deadline to submit a completed pre-application for review
- **Friday, March 1, 2019**
  - STC internal deadline for documentation
- **Thursday, August 1, 2019**
  - Deadline to submit a completed accreditation application for peer review
- **August 2019 – April 2020**
  - Peer Review by NACEP

Statement of Equivalency on Curriculum and Assessment

- **Appendix B – Statement of Equivalency Guidelines** (Appendix B in NACEP Accreditation Guide pages 36-38. Statement of Equivalency will cover both A1 & C2)

- **Internal deadline: March 1, 2019**

1. Introductory Paragraph

2. Separate sections on I. through VI.
   - I.   Academic Freedom
   - II. Student Learning Outcomes
   - III. Syllabus Review
   - IV. Assessment Review
   - V.   Grading Standards
   - VI. Theoretical/Philosophical Orientation

3. Statement of Equivalency should be signed by the faculty liaison

Comparable Grading Standards and Assessment Cont Methods

Assessment Standard 1 (A1) The college/university ensures concurrent enrollment students' **proficiency of learning outcomes** is measured using **comparable grading standards and assessment methods** to on campus sections.

- STC meets SACSCOC requirements for each discipline

- In the pre-application, STC needs to describe how Departments/Programs are currently meeting this NACEP standard

- Describe what practices your Department/Program has in place to ensure dual credit students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections?

HOW YOU CAN HELP

PD Documentation System

Adjunct/Dual Credit Faculty PD Day

SATURDAY, JANUARY 19TH

8:00 A.M. TO 11:30 A.M.

WORKSHOP #100751

8:30 a.m. Sign –in and Networking Breakfast

9:00 a.m. General Session Begins

11:30 a.m. Lunch on Your Own

1:00 p.m. Department Meetings