Appendix F: STATEMENT OF EQUIVALENCY GUIDELINES

Please provide a Curriculum and Assessment Statement of Equivalency for each discipline that partners with your concurrent enrollment program to offer courses to your respective high schools. The faculty liaison should write the statement, explaining how they ensure the concurrent enrollment program courses are equivalent to the courses taught on campus. This statement should include the handling of academic freedom, student learning outcomes, syllabi review, assessment review, grading standards, and theoretical/philosophical orientation of the on-campus department. If there are differences between CEP and on-campus standards, include a rationale for the differences and explain the process used to affirm that CEP and on-campus learning objectives are aligned.

[Note] Each Faculty Liaison is required to write, sign and submit this statement but the information provided should be reviewed, vetted and approved by the faculty liaison's department. Many of the items required should align with the philosophy and stance of the department. It might help to view this through the lens of "what would the department give a new adjunct to ensure the course is of proper college level design, pedagogy, and rigor required of the department."

FORMAT AND WRITING THE STATEMENT:

The statement should be written on departmental or college/university letterhead and include:

1. An introductory paragraph that identifies the statement's author, the discipline they represent, role at the university, length with the program, and role in CEP Program (i.e. faculty liaison, department chair, etc.)
2. The letter should be broken down into the following headings with responses to each section beneath it:
    I. Academic Freedom
    II. Student Learning Outcomes
    III. Syllabus Review
    IV. Assessment Review
    V. Grading Standards
    VI. Theoretical/Philosophical Orientation
3. The letter should be signed by the author verifying the authenticity of the statement. Electronic signatures are not appropriate.

NACEP has provided a list of guiding questions after the guidelines to help faculty with the specific areas noted in the letter. The guiding questions help focus faculty on the specific items that the Accreditation Commission is most interested in. Please note that the questions are there as suggested topics to address with the responses of the above headings.

NACEP Statement of Equivalency Guiding Questions

1. **Academic Freedom:**

    How does the college or department define academic freedom? What level of variation might occur across campus sections of the same course?

    To what extent is academic freedom permitted in the CEP course? How does it compare to that allowed on campus?

2. **Student Learning Outcomes:**

   - How are the learning outcomes for your courses developed within your department? If learning outcomes are not the same across sections of a course, describe the department's approach and extent of variation in campus and CEP learning outcomes.
   - How do you assure that CEP instructors are teaching to the student learning outcomes (i.e. orientation, professional development, site visits, etc.)? If relevant, describe an experience when a CEP instructor was not adhering to the expectations for the course.
   - How are department revisions to student learning outcomes communicated to CEP instructors?

3. **Syllabi Review:**

   When are new syllabi initially reviewed and approved? Who conducts this review?

   Detail the approach to evaluating a new syllabus, including the minimum components or areas of most importance. If not described above, address how consistent learning outcomes are assured. How are any required changes to a new syllabus communicated?

   Beyond the initial review, explain how the department ensures CEP syllabi are up to date.

   Discuss any important differences between the execution of the course on campus and in the CEP, addressing how the syllabus upholds the integrity of the college course.

4. **Assessment Review:**

   Describe how your department assures that CEP assessments are comparable in rigor to those on campus (i.e., share samples from campus, review CEP assessments, professional development, etc.).

   - Describe how your department assures that grading standards are comparable between the CEP and campus course (i.e., review of syllabi and graded work, rubrics, grade norming, assessment data collection, etc.). This goes beyond grading scales, including how assignments are graded and how final grades are calculated.

5. **Grading Standards**

   Describe your department's philosophy on grading standards and how this is communicated to the concurrent enrollment instructors.

6. **Theoretical/Philosophical Orientation of the On-Campus Department:**

   - What is your department's approach to the discipline? Are there certain hallmarks or best practices? How is this philosophy or approach reflected in the CEP courses?
   - How do CEP courses, instructors, and students fit into your department or program's goals, outcomes, or structure? For example, to what extent are CEP instructors treated like adjuncts or included in decision-making, meetings, etc.? To what extent is the CEP considered in departmental discussions of identity, policy or program changes, and future courses or degrees?
   - Describe how your department builds relationships with CEP instructors and students.