



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

NACEP Accreditation Mini-Series

Faculty Standards

February 18, 2016

advancing quality college courses in high school

Presenters



Karen Landry, Everett Community College

She has worked in dual and concurrent enrollment for 18 years. She has grown her program from 2 high schools and 6 high school teachers to 29 high schools and 275 high school teachers. She has served as a NACEP peer reviewer, lead and is now an Accreditation Commissioner. She also serves on the NACEP Government Relations Committee.

Dr. Christine Denecker, University of Findlay

She is Chair and Professor of English and she serves as Director of the Center for Teaching Excellence. She has been published in journals and edited collections such as *Composition Studies*, *The Journal of Faculty Development*, *The Writing Instructor*, *Computers and Composition Online*, and *Stories that Speak to Us*.



Lori Jensen, Riverland Community College

She has over 18 years of experience at RCC in a variety of positions; most recently working with high schools and the RCC concurrent program. Accreditation experience includes serving on the Riverland Higher Learning Commission AQIP Committee and leading RCC career and technical programs through initial program level accreditation. She has served twice as a NACEP peer reviewer.

Faculty Standards 101

Faculty 1 (F1)– Academic departments review/approve applicants according to own criteria.

Faculty 2 (F2)– Discipline-specific professional development before teaching.

Faculty 3 (F3)– Discipline-specific professional development offered annually.

Faculty 4 (F4)– Attendance/compliance expectations outlined.

Faculty Standard 1: What the Review Team Looks For

F1 Required Evidence

- 1) Published documents from the CEP describing departmental criteria and processes for appointing, approving or denying CEP instructors.
- 2) Three completed samples of CEP instructor applications, representing varied departments, that include documents required by the CEP (with secure information removed) and corresponding approval/appointment letters.
- 3) One completed sample of a CEP letter/form of CEP instructor denial of appointment (with secure information removed).

Faculty Standard 1

Sample of Instructor Qualifications:

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

Riverland Example Listings of F1

- **Application**

- Cover Letter
- Resume
- Transcripts

- **Decision**

- Approve
- Deny
- Provisional – professional development plan

Faculty Standard 2

What the Review Team Looks For

F2 Required Evidence

- 1) Two samples of discipline-specific training and orientation materials for new CEP instructors representing different disciplines.
- 2) Attendance reports, agendas, and participant evaluations documenting CEP practice and implementation of new CEP instructor training and orientations.
- 3) A comprehensive CEP administrative policy and practice guide.

5

2012 CAP Summer Workshop Sign in Sheet
July 26, 2012
8:15 a.m. - 3:00 p.m.
USI University Center

ENG CC 3076

First	Last	Discipline	Time In A.M.	Signature	Time Out P.M.	PGP Certificate?
Joy	Alidredge	ENG 101	8:24	Joy Alidredge	3:00	
Laura	Bernhard	ENG 101	8:40	Laura Bernhard	1:00	yes
Fred	Bracher	ENG 101	8:20	Fred Bracher	3:00	yes
Donna	Bryan	ENG 101	8:35	Donna Bryan	5:00	yes
Missy	Feller	ENG 101	8:15	Missy Feller	3:01	yes
Paula	Harmon	ENG 101	8:50	Paula Harmon	3:00	yes
Meg	Johnson	ENG 101	8:50	Meg Johnson	3:05	yes
Scott	Martin	ENG 101	7:45	Scott Martin	3:00	yes
Erica	Meier	ENG 101	8:30	Erica Meier	11:00	
Rose	Rogge	ENG 101	8:40	Rose Rogge	12:00	
Vicki	Rueger	ENG 101	8:40	Vicki Rueger	3:05	yes
Patrick	Shaw	ENG 101	8:40	Patrick Shaw	3:00	yes
Don	Stansberry	ENG 101	7:45	Don Stansberry	3:00	yes
Darvin	Stillwell	ENG 101	8:10	Darvin Stillwell	3:00	yes
Tammy	Vick	ENG 101	8:00	Tammy Vick	3:00	yes
Kathy	Weber	ENG 101	8:15	Kathy Weber	3:00	
Lee Ann	West	ENG 101	8:40	Lee Ann West	3:00	

Implementing Faculty Standard 2: Alignment Example from Riverland

- **Orientation**
 - Initial communications
 - Mentor assignment and initial contact
 - Orientation session
- **Discipline Specific Training**
 - Designated mentor/concurrent teacher time
 - Structured to include:
 - Syllabus creation
 - Review of course, assignments, assessments and grading

Implementing Faculty Standard 2: Alignment Example from the University of Findlay

University of Findlay conducts a 2-5 day on-campus orientation courses (number of days depends on discipline)

- Attendance is mandatory at orientation
- Overall program orientation is embedded in the discipline-specific orientation days
- Attendees evaluate the orientation and changes are made based on feedback

Activities include:

- syllabus construction
- discussion of philosophical and pedagogical approaches to teaching the course
- assignment development and alignment
- assessment and calibration



Faculty Standard 3: What the Review Team Looks For

F3 Required Evidence

- 1) A description of the CEP's annual professional development; include the format, delivery methods and frequency.
- 2) An example from the professional development activities of each discipline (such as a seminar agenda, event minutes, conference report, site visit report, etc.).
- 3) Procedures and/or policy describing how the CEP ensures and tracks professional development participation.

Faculty Standard 3: Riverland Example

- Workshops
 - D2L instruction
 - Library services overview
 - NACEP review and updates
 - Sharing: ideas, activities, best practices
- Challenge = time and attendance
- Future = mentor/concurrent teacher presentations

Faculty Standard 3:

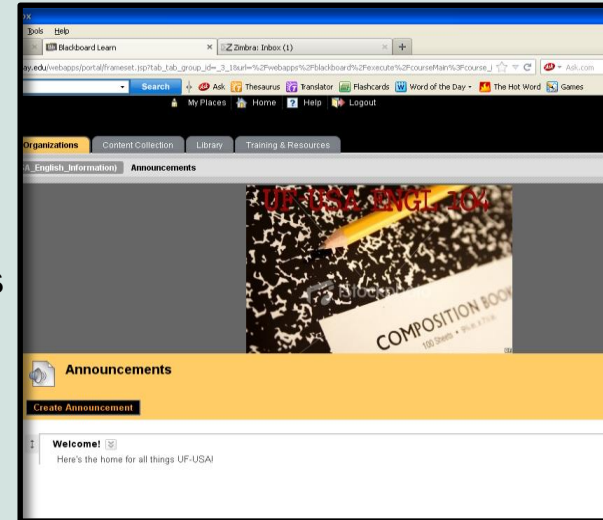
University of Findlay Example

University of Findlay required annual professional development retraining for all instructors

- Retraining generally occurs in June. Topics discussed include:
 - Sharing of best practices
 - Calibration of grading
 - Updated in the department/program/curriculum
 - What's new in the field discipline

Mid-year workshops are also available in some disciplines

- English workshop is the first Thursday in November; participants
 - Observe classes
 - Share best practices
 - Learn new teaching techniques
 - Build fellowship/networks of support

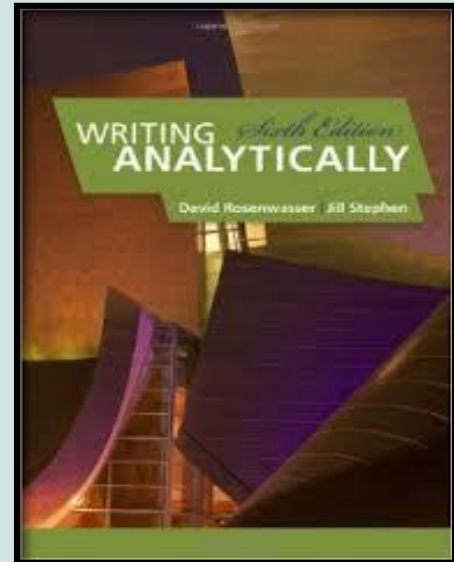


Faculty Standard 3:

University of Findlay Example Continued...

On-going formal and informal PD occurs throughout the year through

- Skype sessions with concurrent enrollment classes
- Classroom observations
- On-going calibration and submission of student work
- Sharing of articles, research, etc.



Faculty Standard 4:


What the Review Team Looks For

F4 Required Evidence

- 1) Published procedures and/or policies from the CEP addressing non-compliance.

Administrative Guide

Registration Packet Information



Policies and Enrollment Procedures for High School Instructors, Counselors and Administrators

Partnering with the [REDACTED]

Table of Contents

Program Overview	Instructor Qualifications & Training
Instructor Responsibilities	Instructor Non-Compliance Policy
Benefits of Serving as a [REDACTED]	Travel & Lodging Policies

Faculty Standard 4: Riverland Example

- Outlined in Concurrent Instructor's Guide
- Attendance lists and CEUs are sent to the principal to distribute
- Non-compliance letter to instructor and principal



Final Thoughts on Faculty Standards University of Findlay

“If we are to shape a consistent, strong, effective message [of writing instruction], we cannot ignore this collaboration” (Taczak and Thelin 21).

Tinberg and Nadeau (2011) argue that the “best” dual enrollment programs “carve out space for faculty in all institutions involved to discuss pedagogical methods and the goals of the program” (p. 720)

Works Cited:

Taczak, Kara, and William H. Thelin. “(Re)Envisioning the Divide: The Impact of College Courses on High School Students.” *TETYC* (September 2009): 7-23.

Tinberg, Howard and Jean-Paul Nadeau. “Contesting the Space between High School and College in the Era of Dual- Enrollment.” *CCC 62.4* (June 2011): 704-725.



Future NACEP Accreditation Mini-Series topics:

March 10 - Student Standards

April 21 - Assessment Standards

May 19 - Program Evaluation Standards