

Faculty Standards 1&4

2020



Presenters:



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University of Wisconsin, Oshkosh



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**Minnesota State Community &
Technical College**

Faculty Standard 1

- 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.

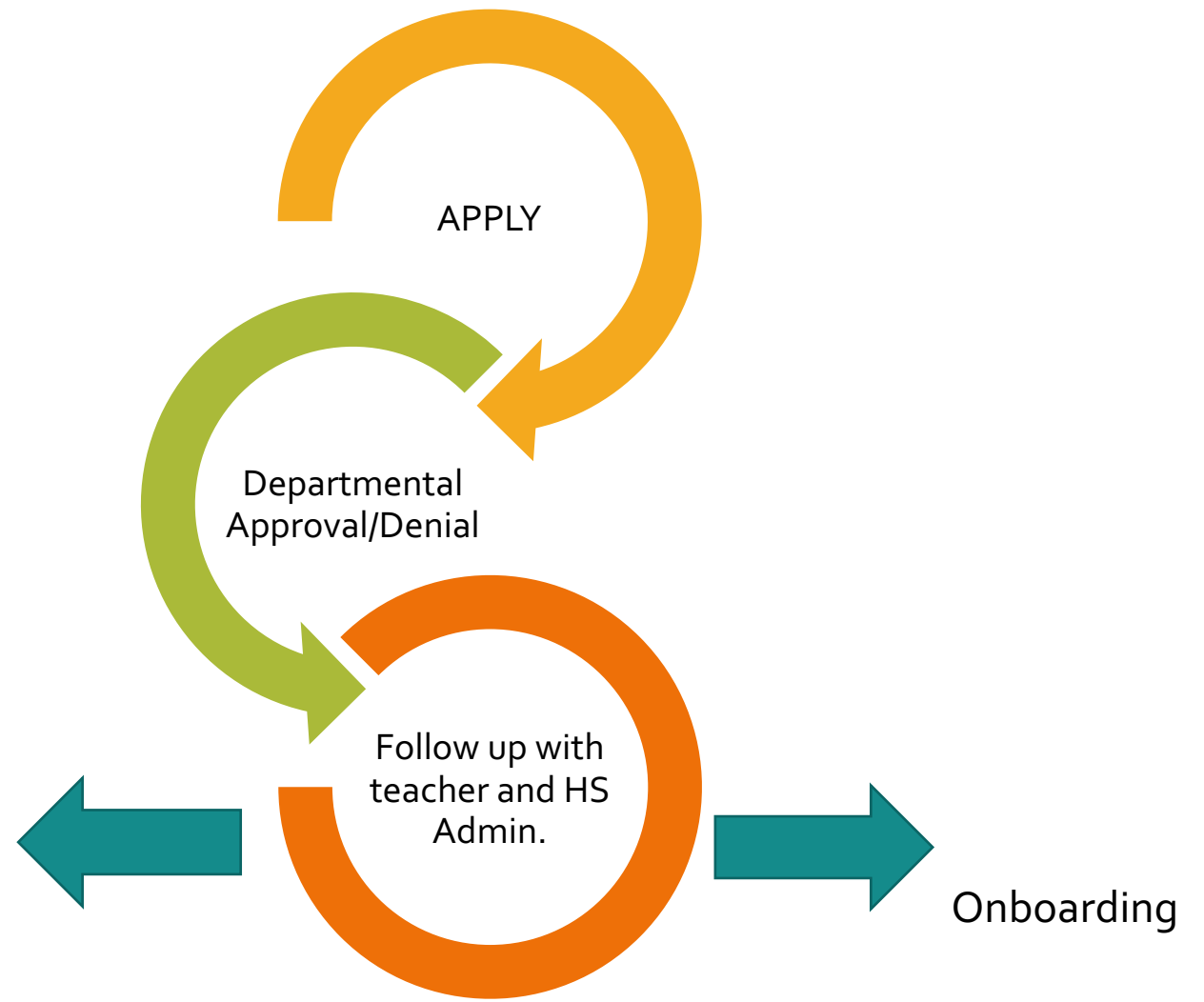
Required Evidence

Team is Reviewing

1. Description of the process and timeline for appointing, approving, or denying concurrent enrollment instructors, and how the process is publicized or made available to high school partners.
2. Listing of minimum instructor credentials by course or discipline and a description of the process by which those qualifications are established by the institution's academic leadership.
3. Three completed samples of concurrent enrollment instructor applications, representing varied departments, that include documents required by the concurrent enrollment program (with secure information removed) and corresponding approval/appointment letters listing course/s for which instructor is approved.

Samples of F_1

The Process....



Published requirements

REQUIREMENTS

Teachers with a master's degrees or higher in their subject area are eligible to teach college CAPP courses. Upon approval by the UW Oshkosh academic department/program, a teacher will be appointed as an adjunct instructor at the University and work cooperatively with professors to implement the college course(s).

Teachers with a master's degrees out of subject area with 18 graduate credits in their subject area are also eligible to teach college CAPP courses. Teachers without 18 graduate credits in their subject area are still encouraged to apply as the CAP Program can help to defray the cost of additional graduate credits required for federal/HLC compliance. Additionally, some teachers without their 18 graduate credits in subject area may meet individual department's "tested experience" pathway towards full adjunct status. Tested experience pathways take into consideration the educator's breadth and depth of experiences outside of the classroom, in real-world situations, that are relevant to your discipline. These pathways are defined by each department in a fashion unique to the subject area.

For teachers without a master's degree, UW Oshkosh offers several courses and programs to help achieve content-related graduate credits. Teachers cannot be fully approved to teach without a Master's Degree. Any exceptions to this are noted in the adjunct eligibility requirements linked below.

[View department CAPP adjunct eligibility requirements.](#)

[Click here for graduate credit options that are approved by our program.](#)

Departmental specifics (published)

DEPARTMENT REQUIREMENTS

The minimum requirement for CAPP adjunct approval is a Master's degree. Additional CAPP adjunct requirements vary by department and the CAPP office is currently updating this page. If you do not see your department listed, please contact our office with any questions regarding adjunct requirements.

ACADEMIC SKILLS

A Master's degree in Reading or Literacy and state-designated reading license are required. The applicant must also currently be employed as a high school reading or literacy professional.

ACCOUNTING

Please see the requirements to teach Business.

ANTHROPOLOGY

A Master's degree in Anthropology OR a Master's degree in a related discipline with 18 graduate credits in Anthropology. Applicants with other backgrounds will be evaluated on a case by case basis.

ART

Requirements for an art adjunct include a Master's degree in a relevant field, such as Fine Art, Art Education, or Education, as well as a quality studio background.

Other factors considered but not required are recommendation from art education faculty and previous college-level teaching experience.

BIOLOGY

A Master's degree in any Biological Science is strongly preferred. A Master's degree in another field is considered with course-work in biological science, environmental science, ecology, chemistry, math, and

Published online:

<https://www.minnesota.edu/instructor>

New instructor application

Are you interested in applying to teach for M State's Concurrent Enrollment Program? Each applicant is considered independently, but a minimum of a master's degree with 18 graduate credits in the specific field you want to teach is preferred. If you do not currently meet the minimum qualifications, please include your plan to meet this expectation by September 1, 2022.

[Click here to start your Concurrent Enrollment Teacher Application.](#)

What you need to complete this online application:

- Resume
- Summary of why you are interested in teaching concurrent courses and your qualifications. Highlight your education, special expertise and any other relevant experience that makes you a good candidate to teach college-level courses.
- The [courses](#), or discipline you would like to teach
- Letter of recommendation from your high school principal
- Graduate transcripts (unofficial transcripts are acceptable for the application, but if you are approved we will need official transcripts on file)

What's next?

- Your application will be reviewed by M State's K12 collaborations manager. You will be contacted as soon as possible once a decision is made, but the review process may take five to 15 business days.
- If you are approved, you will be assigned a faculty mentor who will help you start preparing for your class. Make sure to communicate what course(s) you plan to teach with your high school principal and counselor so they can help get students tested and registered.
- Visit the Concurrent High School Instructor web page for syllabus development and other forms, tools and information.

If you don't have enough graduate credits in-field to apply, but would like to explore some options, here are a few places to start:

- [Minnesota State system Concurrent Enrollment Credentialing Pathways](#)
- [MSUM 18 Online](#)
- [MetroESCU](#)

Information is
also available in
our handbook



Minnesota State
Community and Technical College

CONCURRENT ENROLLMENT HANDBOOK



minnesota.edu

877.450.3322

Faculty Standard 4

- The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

Required Evidence

Team is Reviewing:

1. A comprehensive concurrent enrollment instructor procedures and practice guide.
2. A description of the concurrent enrollment program's administrative orientation for new instructors, including agenda, materials, and format.
3. A copy of the procedures for instructor non-compliance. If you have had a non-compliant instructor/s, please provide documentation of the process followed.

Samples of F_4

• Rectangular Snip

**University of Wisconsin Oshkosh
Cooperative Academic Partnership Program
Adjunct Handbook**

Updated 11/27/2018

CAPP Office

capp@uwosh.edu

phone: 920.424.3003

fax: 920.424.3125

Address:

UW Oshkosh

Attn: CAPP

800 Algoma Blvd

Oshkosh, WI 54901

Office Location:

Nursing/Education Room 101

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VII. ADJUNCT RESPONSIBILITIES AND REQUIREMENTS

As a UW Oshkosh CAPP Adjunct, I agree to the responsibilities and requirements including, but not limited to, as explained in the CAPP Adjunct Handbook to:

- Teach the UW Oshkosh course
- Develop an appropriate syllabus
- Uphold UW Oshkosh and CAPP policies and procedures in the classroom
- Participate in annual CAPP Spring Workshop professional development
- Participate in annual discipline-specific professional development to stay current in my field
- Comply with liaison requests to send syllabus, course materials, set up site visits, exams etc. to be reviewed
- Stay in contact with liaison and CAPP office by responding to email and phone messages promptly
- Use TitanWeb to check class rosters for correctness before registration and drop deadlines
- Submit grades within 5 days of the end of the course on TitanWeb
- Cooperate with CAPP office for administrative business and enforce registration and withdrawal deadlines
- Administer student course evaluations
- Advise students about taking the course and necessary paperwork for registration and requesting transcripts

I understand that failure to comply with these responsibilities and requirements can result in the loss of CAPP adjunct status and discontinuation of offering UW Oshkosh courses.

Date: _____

Printed Name:

Signed Name:



Welcome to CAPP,

Select an option below to continue



[View Classes »](#)



[Visit Reports »](#)



[Syllabus Templates »](#)



[Apply to teach New Course »](#)



[Professional Dev. »](#)



[Edit Profile »](#)



[Teacher Directory »](#)

HLC Status

Department: BIOLOGY

Current Status: COMPLIANT

Credits Accumulated: 18

For more information please contact the CAPP office

Announcements

[Verify Profile Details](#)

Please verify and update your personal information.

Rectangular Snip



January 12, 2015 [Rectangular Snip](#)

[Redacted]

Neenah, WI 54956

Dear [Redacted],

Since you are unable to report any discipline-specific professional development for at least two consecutive years while being an active CAPP adjunct:

2011-12

2012-13

not teaching 2013-14

and therefore not completing one of your requirements as a CAPP adjunct, you are being put on probation this academic year. You will be required to attend the Spring CAPP Workshop on April 16, 2015 in order to continue teaching the UW Oshkosh Math 171 course through CAPP. If you do not participate this year, we will have to revoke your CAPP adjunct status.

Please contact us if you have any questions.

Sincerely,

Catherine Bryan, Ph. D
Interim Director, Cooperative Academic Partnership Program (CAPP)
Professor of Spanish, College of Letters and Science

Cc:

[Redacted]

Published information online:

www.minnesota.edu/instructor

High school instructor responsibilities

High school teachers will:

- Work with an assigned faculty mentor to create a syllabus that meets all of M State's CEP syllabus requirements, for every course taught. A sample syllabus and a syllabus template and checklist with these requirements is available at www.minnesota.edu/instructor.
- Instructors will distribute the approved syllabus to their students at the start of the course. Instructors are encouraged to have students sign the syllabus to further ensure that students have read and understand their responsibilities.
- Instructors are required to meet, or exceed, the competencies listed in the course outline and assess for those competencies. Individual lessons, models, methods and pedagogy are determined by the individual instructor in consultation with the mentor. Course outlines and competencies can be found [here](#).
- Work with their mentor to select a textbook that reflects current information relevant to the discipline. The high school is responsible for the purchasing of course textbooks.
- Work with an assigned faculty mentor to select a textbook that reflects current information relevant to the discipline. The high school is responsible for the purchasing of course textbooks.
- Meet with M State faculty mentor:

For a new class, new instructor or new mentor, six meetings are required. At least one planning meeting between the mentor and high school instructor (which includes new instructor orientation and course specific training) must occur prior to the start of the semester. At least two in-person classroom observations will occur and one follow-up meeting. Mentors will record their observations and recommendations, which are submitted and reviewed by M State's K12 collaboration manager. Repeat course offerings with the same instructor and mentor are required to have three meetings. At least one of these meetings will be a classroom observation.
- Attend annual professional development (Concurrent Enrollment Day). Annual professional development and ongoing collegial interaction is a NACEP accreditation requirement which serves to further enhance instructor pedagogy and breath of knowledge in the discipline.
- Respond to communications from faculty mentors and CEP staff in a timely manner.
- Review class lists at the start of the course and work with the designated high school contact to communicate any and all changes to M State.
- Submit grades by the deadline at the end of the term.
- Stay in compliance with FERPA.
- Participate in M State's concurrent enrollment electronic surveys (end-of-course surveys sent to students and program feedback surveys sent to instructors).
- Communicate extended leave dates and coverage plans by submitting an Instructor Extended Leave Form.

... and in the
handbook!

HIGH SCHOOL INSTRUCTOR RESPONSIBILITIES

High school instructors will:

- Work with an assigned faculty mentor to create a syllabus that meets all of M State's CEP syllabus requirements, for every course taught. A Sample Syllabus and a Syllabus Template and Checklist with these requirements is available at www.minnesota.edu/instructor (see page 17 and 18).
- Instructors will distribute the syllabus to their students at the start of the course. Instructors are encouraged to have students sign the syllabus to further ensure that they have read and understand their responsibilities.
- Instructors are required to meet or exceed the competencies listed in the course outline and assess for those competencies. Specific lessons, models, methods and pedagogy are determined by the instructor in consultation with the mentor. Course outlines and competencies can be found at www.minnesota.edu/?id=658.
- Work with an assigned faculty mentor to select a textbook that reflects current information relevant to the discipline. The high school is responsible for the purchasing of course textbooks.
- Meet with an assigned faculty mentor:

For a new class, new instructor or new mentor, six meetings are required. At least one planning meeting between the mentor and high school instructor (which includes new instructor orientation and course-specific training) must occur prior to the start of the semester. At least two in-person classroom observations will occur and one follow-up meeting. Mentors will record their observations and recommendations, which are submitted and reviewed by the K12 collaboration manager.

Repeat course offerings with the same instructor and mentor are required to have three meetings. At least one of these meetings will be a classroom observation.

- Attend annual professional development (Concurrent Enrollment Day). Annual professional development and ongoing collegial interaction is a NACEP accreditation requirement which serves to further enhance instructor pedagogy and breadth of knowledge in the discipline. (See Professional Development Requirements for Concurrent Enrollment Instructors on page 6).
- Comply with NACEP accreditation requirements (see NACEP Standards on pages 21 and 22).
- Respond to communications from faculty mentors and CEP staff in a timely manner.
- Review class lists at the start of the course and work with the designated high school contact to communicate any changes to CEP staff.
- Submit final grades by the deadline (see page 5).
- Stay in compliance with FERPA.
- Participate in electronic surveys (end-of-course student surveys and instructor program surveys).
- Work with high school administration to communicate extended leave dates and coverage plans by submitting an Instructor Extended Leave Form, found at www.minnesota.edu/instructor (see page 20).

New instructor training and orientation form

CONCURRENT INSTRUCTOR TRAINING AND ORIENTATION

CEP instructor orientation and course-specific training is required for new teachers and must occur prior to the start of the course. Training can be done in person or via technology (Skype, phone, etc.). Please submit this checklist and meeting notes with your mentor report.

Instructor: _____ High School: _____

Mentor: _____ Date: _____

PROGRAM OVERVIEW

- Concurrent Enrollment Program Overview
Review the Concurrent Enrollment Handbook at www.minnesota.edu/instructor. Include the review of topics such as FERPA, course caps and the student agreement of understanding.
- Mentor/Mentee Relationship
Number of visits and how they will occur, mentor reports, etc.
- Instructor Roles and Responsibilities
- Syllabus Requirements
A sample syllabus, and syllabus checklist and template can be found at www.minnesota.edu/instructor.
- Book Requirements (suggestions)
- Concurrent Enrollment Day

COURSE-SPECIFIC AGENDA

- Course Outcomes
- Course Curriculum
- Pedagogy
- Course Philosophy
- Assignments and Assessments
- Grading
- Other:

REQUIRED MEETING NOTES

Please include a narrative demonstrating course-specific discussions beyond the checklist.

Published online
and in the
handbook



Minnesota State
Community and Technical College

CONCURRENT ENROLLMENT HANDBOOK

Non-Compliance

All concurrent instructors are expected to adhere to M State's CEP instructor responsibilities. The course competencies, academic rigor and expectations must mirror those of a traditional course taught at the college. If the mentor has concerns regarding a concurrent instructor's adherence to the course content, academic rigor, grading or other instructor responsibilities, they will notify M State's P20 collaboration manager. All instructors are required to participate in course-specific, new teacher orientation and annual, discipline-specific professional development.

Actions that may be taken if a concurrent instructor is not in compliance:

- The mentor will document any concerns and submit their findings to the P20 collaboration manager for review.
- Based on the outcome of the review, the high school administration may be contacted.
- A meeting may be scheduled for the concurrent instructor, mentor, high school administration and P20 collaboration manager to discuss the situation and develop a plan for compliance.
- If all parties cannot come to an agreed-upon plan or if the instructor fails to take actions toward compliance, the course may be canceled and the instructor may lose their approval to teach for the CEP.

Questions

