



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

NACEP Accreditation Mini-Series

Faculty Standards

March 13, 2017

advancing quality college courses in high school

Presenters



Dr. Marian Borgmann-Ingwersen, Nebraska Wesleyan University

Marian is a NACEP Accreditation Commissioner. She is also in her 11th year as Director of the Nebraska Wesleyan Honors Academy. Prior to her current position, she has been a college biology professor and 7-12 science teacher. She has children in college, high school and middle school and lives on a small farm near Lincoln, NE.

Dr. Catherine Bryan, University of Wisconsin-Oshkosh

Catherine is the Academic Director of CAPP (Cooperative Academic Partnership Program), the concurrent enrollment program at UW Oshkosh. She is also a Spanish professor on campus and has been a CAPP Spanish liaison for eight years. Last year, the UW Oshkosh CAP Program was reaccredited and this year, for the first time, she was an accreditation team peer reviewer.



Nathan Huseman, Laramie County Community College

Nate teaches English at Laramie County Community College in Cheyenne, Wyoming. He also serves as the lead faculty for English. He has been working with concurrent enrollment faculty and programs for the last two years and absolutely loves the opportunity to work with high school faculty on issues of curriculum, assessment, and pathways for students to transition from secondary to post-secondary education.

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

LCCC Example F1

How LCCC Meets Standard

1. Detailed process that follows State Law, Wyoming Community College Commission (WCCC), NACEP, and HLC guidelines
2. Academic Dean and Lead Instructor collaborate on instructor qualifications and recommend to VPAA.
3. Approval and denial letters

UW-Oshkosh Example F1

Organization of the application and approval process at UWO-CAP Program:

- The CAPP website is *the* source for all information regarding our program.
- Adjunct/Teacher page has a link to “**Become an Instructor**” where all necessary information for application can be found:
- The CAPP Application Form

List of required documents:

- CV,
- Letter of recommendation,
- Graduate and undergrad transcripts,
- Proposed syllabus, as well as
- Requirements for eligibility and specific departmental requirements related to credentials and coursework.

All application materials arrive in the CAPP office, then are organized and forwarded on to the corresponding Academic Department.



UW-Oshkosh Example F1

There are three levels of review for each potential adjunct:

- **First, the departmental level**, the application packet is reviewed by the assigned faculty liaison and by the departmental chair (some departments also have a specific CAPP liaison or a departmental committee that reviews applicants). The departments are looking for instructor credentials, experience, statement of interest and pedagogical philosophy, letter from the principal and an initial review of the proposed syllabus. They are looking for alignment with the equivalent course taught on campus and have similar expectations that they would for an instructor hired to teach on campus.
- **Second, the CAPP Academic Director** reviews the application.
- **Third, the Dean of the College of Letters and Science** reviews the application.

There are three possible outcomes: Approval, Provisionary Approval, Denial

In any case, a letter is then sent to the applicant and the applicant's principal informing them of the decision. *If there are paths toward approval, those are noted in the letters.

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.

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

ENG 00 3076

First	Last	Discipline	Time In A.M.	Signature	Time Out P.M.	PGP Certificate?
Joy	Alldredge	ENG 101	8:20			
Laura	Bernhard	ENG 101	8:40	Joy Alldredge	3:00	yes
Fred	Bracher	ENG 101	8:20	Fred Bracher	1:00	yes
Donna	Bryan	ENG 101	8:35	Donna Bryan	3:00	yes
Missy	Feller	ENG 101	8:15	Missy Feller	5:00	yes
Paola	Harmon	ENG 101	8:50	Paola Harmon	3:01	yes
Meg	Johnson	ENG 101	8:50	Meg Johnson	3:00	yes
Scott	Martin	ENG 101	8:50	Scott Martin	3:05	yes
Erica	Meier	ENG 101	7:45	Erica Meier	3:00	yes
Rose	Rogge	ENG 101	8:30	Rose Rogge	11:00	
Vicki	Rueger	ENG 101	8:40	Vicki Rueger	12:00	
Patrick	Shaw	ENG 101	8:10	Patrick Shaw	3:05	yes
Don	Stansberry	ENG 101	9:00	Don Stansberry	3:00	yes
Darvin	Stillwell	ENG 101	7:45	Darvin Stillwell	3:00	yes
Tammy	Vick	ENG 101	8:10	Tammy Vick	3:00	yes
Kathy	Weber	ENG 101	8:00	Kathy Weber	3:00	
Lee Ann	West	ENG 101	8:15	Lee Ann West	3:05	
			8:40		3:00	

Implementing Faculty Standard 2: Example from LCCC

How LCCC Meets Standard

1. Adjunct Orientation (beginning of Fall/Spring terms), which includes overview of CEP at LCCC, CEP Handbook and policies
2. One-on-one meetings with new CEP instructors; completion of New Instructor Feedback Form
3. Graduate level courses taught by some Lead instructors to orient new CE faculty

Implementing Faculty Standard 2: Example from LCCC

Challenges

1. Standardizing the processes for all disciplines
2. Documentation consistency with respect to thoroughness
3. Finding time for all CEP faculty to meet and discuss with Lead Instructors

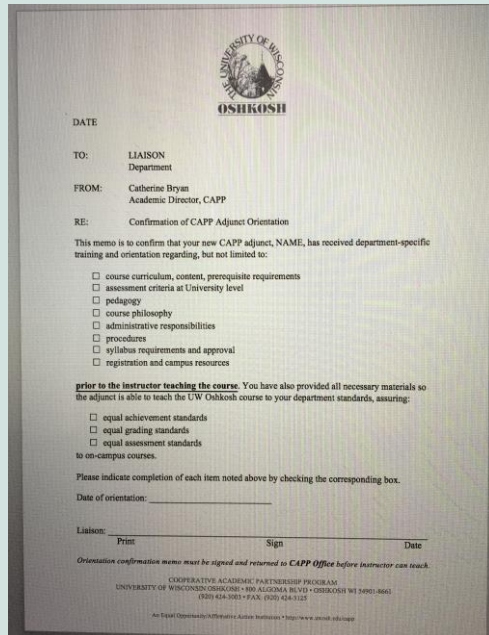


Implementing Faculty Standard 2: Example from the UW-Oshkosh

- **The CAPP office provides general orientation** to new adjuncts through on-campus orientation sessions or orientation sessions held at the high school. Orientation packets are sent to each new adjunct, including the CAPP Adjunct Handbook.
- **Departments provide discipline-specific orientation** at on-campus orientation sessions, orientation sessions conducted at the high school, or orientation sessions held off campus. Orientation can take place over the summer or during the school year, but must be complete before adjuncts begin teaching CAPP classes.
- We have recently begun the development of orientation sessions for high school **Guidance Counselors** as well. We want to address the fundamental role they play in our program and make sure they are fully prepared to advise CAPP students. Our registration is now online and their help in the application and registration process for students is greatly needed!

Implementing Faculty Standard 2: Example from the UW-Oshkosh

Two forms that are useful in tracking general orientation information reception by new adjuncts and the delivery of discipline-specific orientation by liaisons can be seen here, both of which must be received before new adjuncts teach classes for us:



The form is titled "UNIVERSITY OF WISCONSIN OSHKOSH" at the top. It contains a header with the university logo and name. Below the header, there are fields for "DATE", "TO:" (LIAISON Department), "FROM:" (Catherine Bryan Academic Director, CAPP), and "RE:" (Confirmation of CAPP Adjunct Orientation). The main body of the form is a letter starting with "This memo is to confirm that your new CAPP adjunct, NAME, has received department-specific training and orientation regarding, but not limited to:". This is followed by a list of seven items, each with a checkbox: course curriculum, content, prerequisite requirements; assessment criteria at University level; pedagogy; course philosophy; administrative responsibilities; procedures; syllabus requirements and approval; and registration and campus resources. Below this list is a paragraph starting "prior to the instructor teaching the course. You have also provided all necessary materials so the adjunct is able to teach the UW Oshkosh course to your department standards, assuring:". This is followed by three checkboxes: equal achievement standards; equal grading standards; and equal assessment standards to on-campus courses. At the bottom, there is a section for "Date of orientation:" followed by a line. Below that is a section for "Liaison:" with lines for "Print", "Sign", and "Date". At the very bottom, there is a small note: "Orientation confirmation memo must be signed and returned to CAPP Office before instructor can teach." and contact information for the Cooperative Academic Partnership Program at the University of Wisconsin-Oshkosh.

UNIVERSITY OF WISCONSIN
OSHKOSH

DATE _____

TO: LIAISON
Department _____

FROM: Catherine Bryan
Academic Director, CAPP

RE: Confirmation of CAPP Adjunct Orientation

This memo is to confirm that your new CAPP adjunct, NAME, has received department-specific training and orientation regarding, but not limited to:

- course curriculum, content, prerequisite requirements
- assessment criteria at University level
- pedagogy
- course philosophy
- administrative responsibilities
- procedures
- syllabus requirements and approval
- registration and campus resources

prior to the instructor teaching the course. You have also provided all necessary materials so the adjunct is able to teach the UW Oshkosh course to your department standards, assuring:

- equal achievement standards
- equal grading standards
- equal assessment standards to on-campus courses.

Please indicate completion of each item noted above by checking the corresponding box.

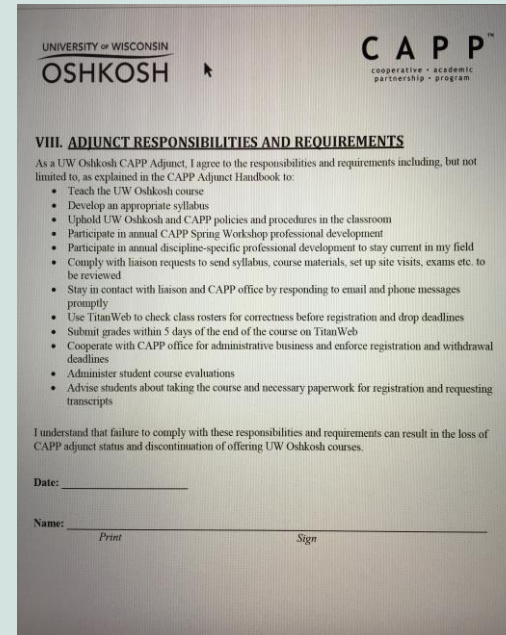
Date of orientation: _____

Liaison: _____
Print Sign Date

Orientation confirmation memo must be signed and returned to CAPP Office before instructor can teach.

COOPERATIVE ACADEMIC PARTNERSHIP PROGRAM
UNIVERSITY OF WISCONSIN-OSHKOSH • 800 ALGERIA BLVD • OSHKOSH WI 54901-8663
(715) 644-3311 FAX: (715) 644-3127

An Equal Opportunity/Affirmative Action Institution • <http://www.uwosh.edu/capp>



The form is titled "UNIVERSITY OF WISCONSIN OSHKOSH" on the left and "CAPP cooperative academic partnership program" on the right. The main heading is "VIII. ADJUNCT RESPONSIBILITIES AND REQUIREMENTS". Below this is a paragraph: "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:". This is followed by a list of eight items, each with a bullet point: 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. Below the list is a paragraph: "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." At the bottom, there are two lines: "Date: _____" and "Name: _____" with "Print" and "Sign" labels below the name line.

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CAPPTM
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partnership • program

VIII. 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: _____

Name: _____
Print Sign

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: LCCC Example

How LCCC Meets Standard

1. Adjunct Orientation / CEP Orientation in the fall
2. Discipline-specific PD – including graduate courses, yearly retreats, grade norming sessions, etc.
3. End-of-the-year reports by Lead instructors that overview PD activities, which include agendas, sign-in sheets, and covered materials.

Challenges

1. Aligning schedules of Lead instructors and CE faculty
2. Making up PD opportunities due to schedule misalignment

Faculty Standard 3: UW-Oshkosh Example

Annual discipline-specific professional development and ongoing collegial interaction can take numerous forms in the CAP Program.

At the center is our **Annual CAPP Spring Workshop**

- All are required to attend – adjuncts and liaisons
- Principals, guidance counselors, on-campus partners are invited
- Full group meetings, keynote addresses, adjunct of the year awards announced
- 2-3 hours of discipline-specific professional development breakout sessions
 - Organized by faculty liaisons
 - Session themes led by liaisons and by adjuncts
 - Themes range from content specific updates, pedagogical innovations, evaluation and rubric development, among others.
 - Specific break out sessions with content for principals and guidance counselors run simultaneously.

Faculty Standard 3:

UW-Oshkosh Example

Academic departments organize summer Professional Development sessions

- With the new HLC requirements, we expect that some summer professional development opportunities will become summer graduate studies, courses, or mini-courses, and that some departments will connect graduate coursework with the CAPP Spring Workshop as well as other professional development options, for example, regional discipline-specific conferences.


Ongoing collegial contact:

- We expect ongoing email, telephone, skype contact throughout the academic year.
- CAPP course syllabi reviewed, approved, submitted each year a CAPP course is taught.
- We require **two** face-to-face contacts with each adjunct per year
 - One must be a class observation with written evaluation, and,
 - One additional observation or a meeting to discuss pedagogical strategies or norming sessions, or a liaison teaches a session of class, among other options.
 - We highly encourage on-campus visits of CAPP students – to participate in the on-campus equivalent course, do research in the library, view presentations by Career Services, Study Abroad, tours of related campus facilities – language lab, biodigester, theater, art studios - join campus clubs, activities, presentations, 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.

<p>Administrative Guide</p> <hr/> <p>Registration Packet Information</p> <hr/> 	<p>Policies and Enrollment Procedures for High School Instructors, Counselors and Administrators Partnering with the [REDACTED]</p>	
	<p>Table of Contents</p>	
	<p>Program Overview</p>	<p>Instructor Qualifications & Training</p>
	<p>Instructor Responsibilities</p>	<p>Instructor Non-Compliance Policy</p>
<p>Benefits of Serving as a [REDACTED]</p>	<p>Travel & Lodging Policies</p>	

Faculty Standard 4: LCCC Example

How LCCC Meets Standard

1. Process form that overviews decertification
2. Decertification letter provided to CE faculty

Challenges

1. Communication to other stake holders
(principals, district officials, parents)
2. Have not actually had to decertify anyone yet



Faculty Standard 4: UW-Oshkosh Example

In order to respond to (liaison) concerns regarding adjunct compliance with our requirements, the CAPP office works with the liaison, the adjunct, and, if necessary, the high school administration to resolve the issue.

Depending on the area of concern:

- the liaison may take the lead in letting the adjunct know what the deficiency is and how the situation can be successfully remedied, or
- the CAPP office may lead the process working with all parties involved.
- This process is driven by specific circumstances on a case by case basis.

As previously noted in FS2 - all adjuncts sign a Contract that details CAPP Adjunct Responsibilities and Requirements (found at the end of the Adjunct Handbook).

Adjuncts are further made aware of expectations and protocols in Orientation meetings, thus it is expected that all adjuncts are clear about CAPP requirements.

With the support of the CAPP office, liaisons work with adjuncts to resolve any deficiencies. If it is not possible to resolve the issue, as noted in the Contract, an adjunct may have to be terminated, or the partnership with the school may have to be severed, with the possibility of being reinstated if the issue can be resolved at a future date.

Faculty Standard 4: UW-Oshkosh Example

- All steps in the process are documented by CAPP administrators in communication with adjuncts, liaisons, and in some cases, high school administrators.
- Notes in the adjunct files in CAPPLink (Canusia) will flag issues as well. CAPPLink flags serve as an additional reminder when building courses for the following year that issues have been resolved, or may still need to be resolved, before an adjunct can continue offering courses.

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UNIVERSITY OF
WISCONSIN
The logo for the University of Wisconsin Oshkosh. It features the text "UNIVERSITY OF WISCONSIN" in a grey, sans-serif font, stacked above "OSHKOSH" in a larger, bold, black, sans-serif font. A yellow swoosh underline is positioned between the two lines of text.

OSHKOSH



Future NACEP Events:

March 16th: New Standard Feedback Session #4 (Webinar)

April 3-4th- Western Regional Conference (Missoula College, MT)

April 28th: Accreditation Mini-Series- Curriculum Standards

May 16th: Accreditation Mini-Series-Assessment Standards

June 12th: Accreditation Mini-Series-Evaluation Standards