



The CAPP Liaison Handbook

**to accompany new liaison
orientation and for future
liaison reference.....**



Welcome to CAPP!!

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MISSION OF CAPP

The mission of the CAP Program at the University of Wisconsin Oshkosh is to provide academically able high school students an opportunity to earn UW Oshkosh credits while still in high school. This opportunity prepares them for the rigors of a real college class and saves them precious financial resources that they can apply to their full-price college tuition after matriculating at a school of their choice.

Additionally, the professional growth and development of secondary educators, and our own staff is accomplished through the collegial relationship the adjunct/liaison mentoring provides.

By extending the footprint of the University of Wisconsin Oshkosh throughout the State of Wisconsin and now, Illinois, we also improve our own University's standing as a member of the UW System and develop strong bonds with our high school partners.

CAPP LIAISON DEFINED

Liaisons are faculty members from UW Oshkosh who serve as mentors to the adjunct high school instructors approved by their UWO academic department to teach CAPP courses. Liaisons help with the oversight and support of the quality of these CAPP courses (see requirements listed below). Liaisons are compensated and reimbursed for travel. Each year liaisons receive a contract with the CAPP Office in the fall that details the high schools, adjuncts and courses he or she is responsible for that year.

NACEP definition of Faculty Liaison:

- The term **faculty liaison** refers to a college/university faculty member who oversee new CEP instructors, provides their initial training and annual professional development, and conducts site visits.
- In some institutions, one faculty member does all these functions, others split the responsibilities among multiple faculty, who sometimes are called faculty coordinators or mentors.
- It is expected that liaisons are subject experts in the discipline(s) they oversee. Liaisons are the crucial link between CEP and campus faculty and are the means by which the college engages CEP instructors to new developments in the course area, pedagogic innovations, textbook adoption, educational outcomes, assessment of learning, grading standards, proficiency expectations, and syllabus components.

CAPP OVERVIEW

What is CAPP? The Cooperative Academic Partnership Program (CAPP) is a University of Wisconsin Oshkosh initiative. Our collaboration with participating high schools began in 1975 as a means to provide academically capable students an opportunity to earn college credit while still in high school. It is a concurrent enrollment program, meaning college courses are taught for the most part during the regular school day at the high school, by certified high school teachers who hold adjunct lecturer status with UW Oshkosh. Students receive both high school and college credit for work, thereby decreasing time to earn a college degree.

NACEP Accreditation: The National Alliance of Concurrent Enrollment Partnerships (NACEP) is a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment and advances quality college courses in the high school. Established in 1999, in response to the dramatic increase in concurrent enrollment courses throughout the country, NACEP serves as the sole national accrediting body for concurrent enrollment and supports all members by providing standards of excellence, research, communication and advocacy. Accreditation is granted for seven years, with programs submitting for reaccreditation after each accreditation cycle.

The UW Oshkosh CAP Program was first accredited in 2009 and was the first program of its kind to be nationally accredited by NACEP in Wisconsin. UW Oshkosh continues to be the only nationally accredited program of its kind in the state of Wisconsin. We were also reaccredited in 2016. NACEP's standards articulate best practices that hallmark exceptional, rigorous college programs and are currently working toward a second reaccreditation in 2023-24.

Our NACEP accreditation ensures that we adhere to the highest standards so students experience a seamless transition to college and teachers benefit from the meaningful, ongoing professional development. It ensures quality and that the courses in the high school cover the six focus areas of NACEP accreditation:

- Partnerships with higher education faculty and colleges
- Curriculum in CAPP courses that aligns with those at UW Oshkosh
- Faculty teaching CAPP courses that are qualified to teach on campus
- Students that take CAPP courses are academically prepared for rigorous college coursework
- Assessment strategies are aligned with those used by faculty on campus
- Program evaluation standards that assure continuous oversight and improvement

We are proud to be one of the 134 programs accredited in the nation and to serve the students and teachers of Wisconsin.

NACEP provides many opportunities for members to develop and share best practices, maintain the standards, connect with colleagues in concurrent enrollment across the country, and serve as peer reviewers for other member accreditation applications. We chose to pursue and maintain NACEP best practices and standards through accreditation thus highlighting the rigor and exception quality of our CAPP courses. (Appendix #1 is the NACEP Standards in Brief.)

To learn more about NACEP, access to research, webinars and opportunities related to NACEP, please see the website: <https://www.nacep.org/>

Courses Offered: CAPP offers over 84 different UW Oshkosh courses to participating high schools in a variety of fields such as the arts, business, humanities, social science, science, and physical education. For a complete current list of available courses, visit our website >About>Courses. If you are interested in offering other courses from your department or program, that are not on this list, please contact the CAPP Office and we are happy to discuss the possibility of opening up new courses and suggest school who may be interested.

Cost: Tuition for UW Oshkosh courses taught through CAPP is determined by UW System to be one half of the cost per credit of the lowest system tuition cost. This may change year to year so please check with the CAPP Office if you have questions.

Students that qualify for the federal Free and Reduced Lunch program will pay only a portion of the tuition listed above. The rest is covered by UW Oshkosh by our Tuition Assistance program. Contact the CAPP Office with questions.

Each high school office is responsible for collecting tuition from students. Students pay the high school directly and the high school then pays the invoice from UW Oshkosh from the high school account.

UW System & Wisconsin State Law: CAPP adheres to many policies and laws that pertain to concurrent enrollment and govern adjunct approval, professional development, tuition, courses, and evaluation. They are:

NACEP – detailed above



Higher Learning Commission – UW Oshkosh is regionally accredited by HLC and therefore CAPP, and all CAPP adjuncts, must adhere to these standards as well.

As CAPP offerings expand into **Illinois**, we also follow Illinois Statute Title 23, Subtitle A, Chapter II, Part 1009 for Dual Credit Courses.

Finally, the first level of review in the approval of teacheradjuncts and decisions about course offerings and course oversight in general is **the academic departments or programs**. CAPP relies on the academic departments or programs to ensure alignment of the courses we offer in the high schools through adjunct credentialing, syllabus, assessment, classroom atmosphere.

Concurrent Enrollment Liaison Roles and Responsibilities

Once approved, every CAPP adjunct is assigned a UW faculty liaison member from the corresponding department to serve as a mentor. They help with the oversight and support of the quality of these CAPP courses and ensure that the off-campus CAPP section of the campus-based course is comparable in quality. All questions pertaining to curriculum or course delivery should be directed to the liaison.

Required Tasks for CAPP Liaisons

(You will find these in the most current form on your CAPP Liaison Contract each fall as well.)

Mentor adjunct teachers with 1 year or more CAPP experience by:

One site visit per year with classroom observation for each different course (=different course number) and one written course evaluation submitted on CAPPlink for each different course. Virtual visits - Teams or Zoom other approved platforms - are acceptable, but in person is preferred.

Second meaningful contact per adjunct to be determined by liaison. This could be an on- campus class visit, a newsletter, online reading group, blog, Spring Workshop, summer professional development. One written report of this second meaningful contact must be submitted on CAPPlink.

Mentor adjunct teachers in their first year of teaching for CAPP by:

Two site visits per course per year. If the course is taught over a full year, the liaison would visit once in the fall and once in the spring. If the course is taught only during fall semester, the liaison would visit twice during that semester. If the course is taught once in the fall and once in the spring, the liaison would visit once each semester. Each site visit includes classroom observations and written course evaluations submitted on CAPPlink.

Activities and responsibilities of all liaisons:

Submit approved adjunct syllabus to CAPP office by the end of the 4th week of class.

Participate in the annual fall faculty liaison meeting with CAPP.

Attend the entire annual Spring Workshop and prepare a 3-hour workshop session for your adjuncts. This may be done in conjunction with other liaisons in your department as long as the overall workshop is approved by the CAPP Office. We realize this may conflict with your teaching schedule, but encourage you to plan accordingly now to attend the workshop.

Complete Course Evaluation form for each course at end of course and submit to CAPPlink.
Recommended (not required): provide summer session meeting for your adjuncts for at least 2 hours. Preferably, offer workshop as a professional development session (see additional opportunities for compensation).

Provide orientation and department-specific training to new adjuncts regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.

Collaborate with CAPP Office to promptly answer questions from prospective adjuncts.

Comply with all NACEP accreditation policies and requirements. Supply necessary documentation for reaccreditation.

Ensure that the off-campus CAPP section of the campus-based course is comparable in quality. This would include, but not be limited to:

Collaboration with adjunct instructor on course outline/syllabus.

Determine if content, pedagogy, course philosophy, and assessment are congruent with campus course by collecting course curriculum and student assessment materials.

Instruct adjunct on administrative responsibilities and procedures (both department specific and campus wide – i.e. credit hours, prerequisites, grading)

Assist adjunct faculty with approval of CAPP students with teacher recommendation.

Define testing procedure, using comparable (if not identical) examinations as that of a campus-based course.

Decide if you and your adjuncts will offer an on-campus student visit and work with your adjunct teacher and the CAPP office to plan and oversee the implementation of the visit.

If at all possible, participate in campus visits when your adjunct(s) and their class(es) visit campus.

Write supporting letters (or assist in other manners) for students encountering difficulty in securing recognition of their UW Oshkosh credits earned through CAPP.

Some form of educational interaction between the high school students and the University liaison professor are encouraged for each CAPP course. This could include guest lectures, problem-solving sessions, labs, demonstrations, workshops, or regular classroom teaching. Liaison

involvement in campus visits in the way of discussions, laboratory exercises or CAPP/University classroom pairings are also suggested.

Additional Opportunities for Compensation

Submit proposals to CAPP Office with sufficient time for approval and execution.

Compensation amounts will be determined on a case-by-case basis.

- a) Coordinate a professional development or continuing education opportunity (course or workshop) for graduate credit. If you *do* decide to offer a professional development opportunity, adjuncts need not participate—unless completing a directed study is a condition that needs to be met by an adjunct who has been accepted provisionally. The work performed by adjuncts is defined by the faculty liaison. CAPP faculty liaisons could request CAPP adjuncts to complete a variety of assignments, including keeping a reflective journal of their first year of teaching and writing a research paper pertinent to the University of Wisconsin Oshkosh course.
- b) Develop a longer summer workshop, series of workshops, or independent study for graduate credit designed to strengthen the skills of existing adjuncts or to develop new adjuncts. The content of these workshops should be approved by the corresponding department as needed and necessary for adjunct approval.
- c) Teach an online section of your course, or a new course for CAPP students.
- d) Organize recruitment activities for CAPP.
- e) Attend High School presentation or curriculum fair to promote CAPP.
- f) Or other initiative as submitted.

Note: We have removed the requirement of a summer professional development activity as part of the expectation of all liaisons and now include it as an added activity for compensation.

Summer Professional Development Workshop for CAPP adjuncts: \$250-\$500.

HLC-related compensated activities:

Creation of a graduate course for graduate credit or professional development opportunity that yields grad credentials (consult the Proposal Form)

Teaching of a graduate course for graduate credit or professional development opportunity that yields grad credentials (pay per COLS Dean)

Consultation with adjunct in the development of adjunct dossier for **tested experience** and evaluation of **adjunct dossier** for tested experience: \$100 per liaison per dossier (up to three people in an evaluation committee per dossier = up to \$300 per dossier paid to group)

Creation and approval of a departmental or program policy for tested experience for HLC compliance. \$100 for CAPP adjunct dossiers.

Compensation Model

- Base Payment: *per adjunct* \$\$\$
Site visit, CAPPlink evaluation, oversight of syllabus, student sign-in, etc... One second meaningful contact and CAPPlink report on contact.
- New adjuncts in first year: add \$\$\$
Two site visits per course, CAPPlink evaluations.
- Base payment for oversight of additional different course taught by adjunct: \$\$\$ per course. Site visit, CAPPlink evaluation, oversight of syllabus, student sign-in, etc... (Different course = different course number)
- Base payment for same course taught for a second time in a second semester: \$\$\$ per course. Oversight of syllabus, student sign-in, etc...
- Distance fee: +\$\$\$ to travel to high schools which are over 100 miles away (one-way).
- Lab course requiring additional adjunct consultation and contact: \$\$\$ (submit justification in writing at the beginning of each academic year)

New CAPP Adjunct Orientation Recommendations and Requirements

1. The initial process after the adjunct is approved or provisionally approved:

When a new CAPP adjunct is approved, a packet of information is emailed with their approval letter (copy to adjunct, copy to high school principal, copy to liaison) A copy of the CAPP Adjunct Handbook (can also be found on the CAPP website) is included that outlines all the administrative policies and procedures for CAPP and UW Oshkosh as well as more specific handouts with directions for accessing campus resources, admission and registration process, transcript and credit transferring, and promotional resources. All new adjuncts are required to complete a CANVAS general introduction to CAPP administrative procedures course before they begin teaching for us.

*When a new adjunct is approved, the liaison receives a **Confirmation of CAPP Adjunct Orientation** memo which includes elements that must be included in the orientation with boxes to be checked as they are completed. These elements can serve as a guide for the discipline-specific orientation and training. (Appendix #2 is an example of this document for your review.)

At the back of the Adjunct Handbook is a page the adjunct must sign which includes adjunct responsibilities and requirements. The CAPP office keeps this on file. (Appendix #3 is an example of this document for your review.)

2. Discipline-specific training and orientation for new CAPP adjuncts:

All new adjuncts are required to participate in discipline-specific training and orientation **before** teaching their course. The CAPP liaison is responsible for coordinating this with the adjunct. It can be done individually or in a group. Each department or program handles the process differently, but most have a packet of information they provide to the adjunct and then they organize a face-to-face

meeting for the training and orientation (or when meeting in person is not possible due to distance and timing, orientation can take place through Teams or Zoom or other acceptable platform).

Information included in orientation: syllabus requirements, course curriculum and delivery, textbooks, grading and assessment, course philosophy, pedagogical models, and any other necessary or helpful information determined by the department. Some departments also require new CAPP adjuncts to attend a summer professional development session or sit in on certain sections of the on-campus class.

This important piece of the CAP Program responds to...

NACEP Faculty Standard 2: The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.

For example,

Computer Science has created a master folder of materials they share with new adjuncts, Sociology has a Google Drive folder that they share with their adjuncts that includes the department's policies, information from professional development sessions, assessment examples, and other resources for the course. (Appendices #4 and #5 you will find example agenda for Sociology, Computer Science, and an example orientation PowerPoint used for new Spanish adjunct orientation. Appendix #6 is a sample CAPP Syllabus Required Element Checklist.)

A liaison-task focus to the typical timeline of the process for first-year adjuncts:

- Faculty liaison is assigned a newly approved adjunct.
- Contact the adjunct to welcome them and plan an in-person or face-to-face online orientation session.
- Discipline-specific course orientation must take place before the adjunct begins to teach for us.
- Following orientation, the next step is approval of an aligned syllabus that complies with the CAPP syllabus checklist including your own course details.
- Turn in the final approved syllabus to the CAPP office by Week 4 of the semester.
- Set up the first site visit with new adjunct.
- Following the site visit, have a conversation with the adjunct about the observations and submit written observations on CAPPlink.
- Plan a second site visit – if the course is just one semester, there will be two visits in one semester, if the course is yearlong, the second visit can occur in spring.
- Make sure adjunct is aware of the Professional Development Workshop dates in April and let them know what they can expect and what their role will be.

- Make sure adjunct is aware of their access to professional development funds for each unique course they teach, how the process works and due dates.
- Make sure adjunct is aware that they and their students are welcome to visit campus to attend the on-campus version of their CAPP class and many other activities can be planned for them.
- Make sure to inform you adjunct of any department/program-related contests, clubs, activities, guest speakers, professional development (including virtual CETL events, for example) that may be of interest to them or their students.

Liaison Non-Compliance

CAPP liaisons are considered in non-compliance of CAPP and University policies for any of the following reasons:

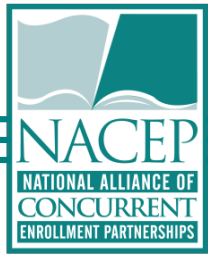
- failure to create, organize and attend the annual discipline-specific professional development workshop
- failure to conduct course site visits and complete site visit evaluation forms on CAPPLink
- failure to provide the second meaningful contact and CAPPLink report
- failure to complete all necessary administrative duties for CAPP including syllabus oversight and submitting approve syllabi to the CAPP office
- failure to communicate consistently with CAPP adjunct responding to questions and providing any updates
- failure to attend the Liaison Fall Meeting
- failure to provide materials requested by the CAPP Office, for example, required evidence for NACEP reaccreditation
- or for other circumstances as determined by the CAPP Co-Director and Dean of College of Letters and Science.

CAPP liaisons found in non-compliance after discussion with the CAPP Office and, in some cases, with the Academic Department Chair and the COLS Dean, will be given a probationary year with an improvement plan or discontinued, depending on the actions that resulted in non-compliance. As dictated by the situation, necessary communication and actions will be taken with the liaison and the academic department chair.

Please remember:

When in doubt, do not hesitate to contact any of us in the CAPP office!

We are happy to help!



2017 NATIONAL CONCURRENT ENROLLMENT PARTNERSHIP STANDARDS

Adopted May 2017

Partnership Standards	
Partnership 1 (P1)	The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
Partnership 2 (P2)	The concurrent enrollment program has ongoing collaboration with secondary school partners.
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.
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.

Curriculum Standards	
Curriculum 1 (C1)	Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 2 (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.
Curriculum 3 (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.
Student Standards	
Student 1 (S1)	Registration and transcribing policies and practices for concurrent enrollment students are consistent with those on campus.
Student 2 (S2)	The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
Student 3 (S3)	Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
Student 4 (S4)	The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.
Program Evaluation Standards	
Evaluation 1 (E1)	The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
Evaluation 2 (E2)	The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.



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 ALGOMA BLVD • OSHKOSH WI 54901-8661
(920) 424-3003 • FAX: (920) 424-3125

FYI, Liaisons, this is the signature page of the CAPP Adjunct Handbook

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*

APPENDIX #4

Sample Agenda for New Adjunct Orientation Sessions

University of Wisconsin Oshkosh (UWO) Sociology Department

CAPP Orientation

- Department goals and desired learning outcomes for Introduction to Sociology
 - USP and University essential learning outcomes
- Goals and expectations
- Course Model
- Key concepts
- Syllabus and requirements
- Grading scale and interpretation
- Assessments
- Course Design Justification
- Google Drive folder
- Responsibilities
- Spring and summer workshops
- Questions and concerns

Orientation for CAPP Computer Science 221 Instructors

Agenda

1. Course Information

1.1. Course Number and Title

1.2. Course Description

1.3. Course Prerequisites

1.4. Course Logistics

1.5. Topic Coverage

1.6. Learning Outcomes

1.7. Textbook Information

1.8. Pedagogical and Philosophical Orientation

2. Assessment (and samples)

2.1. Labs

2.2. Assignments

2.3. Exams

3. Adjunct's Responsibilities

3.1. Adjunct's Approval

3.2. Syllabus Requirements

3.3. Adjunct's Commitments

APPENDIX #5

CAPP

New Adjunct Orientation

Spanish 204 and 312

Welcome to CAPP!

Your CAPP Spanish Liaison – Cathy Bryan – Do not hesitate to contact me at bryan@uwosh.edu or on my personal cell phone 920-419-0546

The CAPP office team at UWO :

- Sarah Adelson - Program Assistant – capp@uwosh.edu especially student registration issues
- Bo Adelson - Program Support – adelsonb@uwosh.edu adjunct applications and e-reimbursement, professional development fund disbursement, HLC compliance
- Cathy Bryan - Academic Director – bryan@uwosh.edu your liaison (!) and all things academic
- John Dobyns - Operational and Outreach Director – dobynsj@uwosh.edu CAPP operations, CAPP outreach and growth
- Jennifer Woelfel - CAPP Advisor – woelfelj@uwosh.edu an academic advisor for CAPP students

Other UWO Support:

- CETL – Center for Excellence in Teaching and Learning website – webinars and workshops for professional development <https://www.uwosh.edu/cetl>
- Polk Library - Jessie Ammons at ammonsj@uwosh.edu

CAPP and NACEP <http://www.nacep.org>

NACEP serves as the sole national accrediting body for concurrent enrollment and supports all members

What does NACEP accreditation mean for our high school partners?:

Our NACEP accreditation ensures we adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. Transfer of credits from an accredited program, like CAPP, are more readily accepted by other institutions of higher learning. The standards provide best practices for concurrent enrollment programs - for the program and the partner high schools.

The Standards:

- Partnership Standards
- Faculty Standards
- Assessment Standards
- Curriculum Standards
- Student Standards
- Program Evaluation Standards



(NACEP Standards in brief handout)

- UW Oshkosh is a founding member of NACEP and the ONLY WI accredited member program
- NACEP Standards are required in many states for concurrent enrollment credits to “count”MN, WA, CO, etc..... (not yet true for Wisconsin)

Adjunct Preparation for Spanish 204 or 312

Alignment!

Collaboration!

- Syllabus requirements and approval
 - See templates and checklists
- Assessment tools and grading
- Pedagogy and course philosophy
- Course content and materials
- Student requirements and exceptions
- Site visits and reviews on CAPPlink

(CAPP website>Adjuncts/Teachers drop down>Teacher Resources>"Visit reports on CAPPlink" button will take you to **CAPPlink login** with your UWO NetID)

- Annual Professional Development (online CAPPlink form for reporting)
- Annual Spring PD Workshop
- \$300 annual funds available

Spanish 204 Syllabus Alignment

- Check in with each other before each course
- Review syllabus
- Submit final syllabus by week 4 of classes.

- **Alignment:**

- CAPP and UWO logos
- UWO Course title and credits
- UWO Course Description
- UWO Course Learning Objectives
- UWO Course Grading Scale
- UWO Plagiarism policy
- Info regarding CAPP scholarships and CAPP liaison contact info

****See:**

UWO 204 recent on-campus syllabus

CAPP Spanish 204 syllabus checklist

Example CAPP Spanish 204 syllabus

While content and materials must be similar, they do not have to be identical. Reach Learning Objectives is key.

High school elements can be included on syllabus as well - can combine info on syllabus or create two parallel syllabi.

Assessment Tools and Grading for Spanish 204

80% of the final grade:

- Compositions (see example prompts and instructions)
- Reading quizzes (see examples)
- Chapter tests – grammar, vocabulary, composition, listening section (see examples)

20% of final grade:

Workbook, Attendance and Participation, Lab work

**We would like to see at least one identical assessment tool.

**Grading scale of UWO for CAPP grade

**Retake policy – *no retakes permitted* for CAPP Spanish 204 grade

B or better in Spanish 204 gives access to retro credits:

5 credits for Spanish 204

3 credits for Spanish 203,

4 credits for 111,

4 credits for 110 = 16 possible credits in all

For CAPP credit transfer information to universities and colleges see:

<https://uwosh.edu/capp/students/transferring-credits/>

Pedagogical Approaches - Spanish Program

- All Spanish (almost)
- Communicative emphasis
- Incorporate culture of Spanish-speaking communities
- Variety of media and activities
- Connections to students' lives

Seek **ACTFL Intermediate Low** level by the end of 204

After completing Spanish 204, students will be able to:

- Communicate verbally at the intermediate-level in Spanish using appropriate vocabulary and grammatical forms.
- Demonstrate the ability to understand spoken Spanish at the intermediate level.
- Exhibit the ability to write and understand written Spanish at the intermediate level.
- Exhibit a broader understanding of the cultures of the Spanish-speaking world.

ACTFL Proficiency Guidelines:

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

Course Content for Spanish 204

- *Enfoques* - text, workbook, readings films, music, supersite (but not required)
- Multiple media
- Reading, writing, listening, speaking – ACTFL Intermediate level
- Cultural production of all types
- Communicative focus
- Review materials and practice tests are acceptable
- Create "university classroom" to the degree possible

Site Visits

- During the first year – 2 site visits with evaluation on CAPPlink
- During all following years – 1 site visit with evaluation on CAPPlink and a second meaningful contact or on the non-visit year, a meaningful contact only.
- Plan ahead (no surprise visits!)
- A typical day of class
- Share materials for that day
- Assessments for that day or previous days
- Introduction – to reduce the mystery and sometimes stress of students
- We can talk after the class or by email/phone later
- The CAPPlink evaluation will be released to you

Annual Professional Development Requirement

Spring Workshop

WAFLT, other WL conferences or
teacher conventions or workshops

Professional Development Funds

- All adjuncts are required to complete one professional development activity per year. It must be discipline specific (not general pedagogy).
- All CAPP partners are required to attend the CAPP Spring Professional Development Workshop
 - Each April
 - 3+ hours discipline-specific breakout session with everyone in Spanish, organized by liaisons, all Spanish adjuncts and liaisons together, include adjunct presentations, share best practices, developments in the field, research topics and results, what works-what hasn't worked, norming of grading for compositions, etc....
 - Breakfast together – announcements, greeting from Chancellor
 - Lunch together – awards, scholarships, keynote speaker
 - Registration and breakfast open at 7:30am, welcome and announcements at 8:15am or so, then after the breakout sessions, lunch and finish by 1:30pm or so
 - Optional afternoon sessions

The Spring PD Workshop can apply as the required annual professional development activity.

Each adjunct has access to \$300 professional development funds
– course enhancing items, workshops, classes, conferences, books, materials....

Student Requirements and Exceptions

Eligibility Requirements:

- Eligibility requirements are evaluated at the time of registration
- If you are a high school student and meet at least **one** of the following requirements, you may enroll in CAPP:
- Class rank in the top 30 percent
- GPA of 2.75 or above (on a 4.0 scale)

• **WHAT HAPPENS IF AN EXCELLENT STUDENT IN THE DISCIPLINE, DOESN'T MEET THE CRITERIA?**

- Adjunct and CAPP Academic Director/CAPP Advisor Sign Off Policy for Student Exceptions
- Submit the request for exception form online

Form includes information about student status and why you think the student should be permitted the exception.

Helps students access to CAPP courses.

Also can be used to protect you or the student if you do not believe they are prepared to take the course, but there is pressure from parents and/or administration.

The Academic Director/Advisor will say "no", if necessary.

Recap: 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 and submit final draft to liaison by week 4 of semester
- 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 CAPPLink 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

CAPP ON-CAMPUS CLASS VISITS

- A CAPP campus visit is a **great** opportunity for the CAPP students and adjunct to visit UW Oshkosh; providing both with important interaction between the liaison, CAPP, and on-campus activities.
- The campus visit can include many activities, for example:
- ****Attend the on-campus version of the CAPP class Spanish 204 or 312 (or other Spanish class)**
- Meet and Greet with CAPP representative
- Library tour and instruction in university research methods etc...
- Career Services talk
- Study Abroad presentation
- Titan Card and meal in Reeve
- Among other opportunities
- Online registration is completed by adjunct and organized through the CAPP office and the liaison.
- PD funds can pay for the bus and a substitute for adjunct.

CAPP Scholarships

And, CAPP-only recruitment event:

"Start a Titan, Stay a Titan"

All CAPP students and their families are invited to this hybrid event.

Includes:

- Talk by CAPP Advisor about advantages of keeping credits at UWO, pathways to degrees
- Panel of UWO students who were CAPP students too,
- Breakout sessions with faculty members in students' major or minor areas of interest
- Plenty of time for Q&A

Please encourage students who may be interested in attending UWO to apply for CAPP Scholarships.

All three campuses are included for the regular CAPP scholarship - Oshkosh, Fond du Lac, Fox Cities.

- Regular CAPP Scholarship - \$500 for one year
- CAPP Honors College Scholarship - \$1000 for one year
- CAPP Excellence Scholarship and the Stay a Titan Scholarship - \$2000 for two years connected to on-campus housing
- All application are on the UWO website – “Academic Works” page. The application requires general information about the student, a brief essay and a letter of recommendation from a CAPP adjunct

Spanish Adjunct approval and HLC compliance

Compliant by September, 2025

- Spanish Adjunct requirements and HLC compliance
- Master's degree in the content area taught - Spanish
- Master's degree in a related field plus 18 graduate credits in the content area taught - Spanish
- Equivalent experience or tested experience dossier for equivalent credentialing toward HLC compliance
- Graduate Credit Quest
- MSE + 18 credits in Spanish

Reduced cost online graduate course credits from UWO - \$226 plus reduced seg fees per credit

Annual PD funds can apply



¿Questions?

SAMPLE CAPP SYLLABUS CHECKLIST WITH REQUIRED ELEMENTS (create to keep current and fit your classes)

Spanish 204 (CAPP)
Syllabus requirements

- ☐ Course title: Intermediate Structure and Expression II
- ☐ Number of credits
- ☐ Term
- ☐ Instructor Information
 - Name:
 - Meeting days and times:
 - Office and office hours:
 - Phone and email:

- ☐ Logos



- ☐ Course description

Spanish 204 is a fourth semester Spanish course that focuses on structural review and development of speaking, listening, reading, and writing skills. This course counts towards the Bachelor of Arts global language requirement. Prerequisite: Spanish 203 or Placement Test.

Description needs to match word by word the description above (current description from the Bulletin).

- ☐ Learning outcomes

- Communicate verbally at the intermediate level in Spanish using appropriate vocabulary and grammatical forms.
- Demonstrate the ability to understand spoken Spanish at the intermediate level.
- Exhibit the ability to write and understand written Spanish at the intermediate level.
- Acquire knowledge of and appreciation for diverse ideas and exhibit a broader understanding of the cultures of the Spanish-speaking world.
- Gain intercultural awareness and familiarity with different forms of communication in Spain and Latin America.

Learning outcomes need to match the ones included here (identical to the learning outcomes from the on-campus course syllabus).

☐ USP Designation

This course is one of the University Studies Program's (USP's) wide array of Explore Culture courses. The Explore classes are designed to provide a solid foundation for the rest of your education here, no matter which major you choose. This intermediate-level course in the department of Global Languages and Cultures increases your knowledge of human cultures as it gives you direct access to other cultures through skills you gain in writing and speaking another language. *Language is culture!* In addition, you will learn about similarities and differences not only between your own language and a new one, but also between your culture and other cultures. [Note: Once you pass this fourth semester course, not only will you have fulfilled part of your Explore Culture requirement for the USP, but also, if you are studying for a Bachelor of Arts (B.A.) degree, you will have completed your Global Language requirement!]

☐ Global Citizenship

This course is one of the University Studies Program's (USP's) wide array of Explore Culture courses. The Explore classes are designed to provide a solid foundation for the rest of your education here, no matter which major you choose. This intermediate-level course in the department of **Global Languages and Cultures** increases your knowledge of human cultures as it gives you direct access to other cultures through skills you gain in writing and speaking another language. *Language is culture!* In addition, you will learn about similarities and differences not only between your own language and a new one, but also between your culture and other cultures. [Note: Once you pass this fourth semester course, not only will you have fulfilled part of your Explore Culture requirement for the USP, but also, if you are studying for a Bachelor of Arts (B.A.) degree, you will have completed your Foreign Language requirement!]

☐ Other requirements

- Course components and their weight (the more information, the better for students)
- Grading scale (The official UWO scale has to be used for CAPP Spanish students)

UWO GRADING SCALE

<u>Final Grade</u>	<u>Min. %</u>
A	93.0
A-	90.0
B+	87.0
B	83.0
B-	80.0
C+	77.0
C	73.0
C-	70.0
D+	67.0
D	63.0
D-	60.0
F	0.0

- A listing of themes/units
- Policies
 - Attendance
 - Plagiarism, Academic dishonesty
 - Redos and retakes (Redos are not allowed for CAPP students)

☐ Attendance

Adjuncts and/or high school administrators must notify the CAPP Office and liaison immediately if a student enrolled in their UW Oshkosh course through CAPP misses more than 10 class periods due to extended illness, unexcused absence, or changed to home or hospital status. The liaison will work with the adjunct and, as necessary, CAPP Office and high school, to determine if the student must withdraw from the course. Documentation will need to be submitted to the CAPP Office. Determinations will be made on a case-by-case basis.

☐ Plagiarism

Presenting anyone else's ideas or writing as your own is dishonest and will not be tolerated. This is particularly important when you are writing a composition. Since such compositions are, in reality, a form of take-home test, remember that their content should reflect only your efforts. Asking a friend or tutor to "look it over" and suggest improvements constitutes intellectual fraud. If you need help in expressing particular ideas, ask your instructor for help. For more information, please refer to the Student Discipline Code and read section 14.30: Academic misconduct subject to disciplinary action.

Link to UW Oshkosh Academic Misconduct/Academic Integrity webpage:

<https://uwosh.edu/deanofstudents/student-conduct/academic-misconduct/>

☐ Students with Disabilities

It is the policy and practice of UW Oshkosh to create an inclusive learning environment. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please notify the instructor as soon as possible. You are also welcome to contact the Accessibility Center at (920) 424-3100 or accessibilitycenter@uwosh.edu. For more information, visit the Accessibility website at

<http://www.uwosh.edu/deanofstudents/accessibilitycenter>

☐ Student Consumer Information

"Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990:

<https://uwosh.edu/financialaid/consumer-information/>."

☐ CAPP Opportunities

CAPP students and families, please note:

If a CAPP student plans to enroll at UW Oshkosh as an incoming freshman, they may apply for a:

CAPP Scholarship of \$500 or, if eligible, CAPP Honors College Scholarship of \$1000. For more information, please visit <http://www.uwosh.edu/capp/students/capp-student-scholarship>

All CAPP students, through their UW Oshkosh student ID number, email, Net ID, and Titan Card have access to UW Oshkosh on-campus and online events and resources, just as regular UW Oshkosh students do. These include the Polk Library database and research resources, on-campus clubs, and campus events.

If you or your parents would like further information about the Spanish Program at UW Oshkosh, please contact the CAPP Course Spanish 204 liaison, Dr. XXX at XXX@uwosh.edu

☐ Liberal Arts

At UW Oshkosh, the foundation to your learning is a liberal arts education. Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real world settings.