



2019 College Provided Faculty Model Standards and Evidence Adopted October 2019

College provided faculty (CPF) model is defined as any college-bearing courses taught to high school students by college provided faculty regardless of location or delivery method. This enrollment is due to a partnership between the high school and college or university.

If an institution is applying for both the CEP and the CPF endorsements: P1, P2, S1, S2, S4, E1, and E2 – Documentation may be the same for both endorsements if a single process, procedure or policy is followed.

S3 and S4 – Describe differences between the CEP and CPF models and reason for the differences.

F3 - A single annual professional development event can include instructors for concurrent enrollment programs and college provided faculty model.

Note: There are many models and programs that serve high school students that cannot meet all the NACEP standards. Before pursuing the CPF endorsement, your institutions should be able to answer yes to the following questions:

1. Is your program a partnership with area high schools?
2. Does your program have evidence of orientation or training for college faculty teaching high school students?
3. Does your institution include data from your program in its course, departmental and college wide assessment process?

Partnership Standards

Partnership 1 (P1)	<p>The college provided faculty model aligns with the college/university mission and is supported by the institution's administration and academic leadership.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Organization Chart that shows how and where the CPF fits into the organization. 2. Description of CPF staff structure, including services provided by other departments of the college/university 3. College/university mission statement, strategic plan or other guiding document and description of how the CPF aligns. Both Program Director and Chief Academic Officer will sign the NACEP Partnership Form or provide a letter that both individuals sign.
Partnership 2 (P2)	<p>The college provided faculty model has ongoing collaboration with secondary school partners.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A description of the ongoing collaboration between partners and the roles and responsibilities of each stakeholder. Include evidence that supports the collaboration, such as event materials, stakeholder survey results, partner meeting minutes, or advisory board feedback. This may be different for each model. 2. A sample Memorandum of Understanding (MOU) or partnership agreement, if available, between the college/university and district or high school. If not available, description of the process under which a school/district and college/university leadership establish a partnership and the extent of the relationship.

Faculty Standards

Faculty 1 (F1)	<p>All college provided faculty are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Published description of evaluation and hiring practices or appointment process if existing college faculty are assigned to teach. 2. Memo from the Chief Academic Officer, Human Resource Department or Academic Dean addressing qualifications required for faculty. Please address if faculty are hired specifically to teach high school students and in what circumstances.
Faculty 2 (F2)	<p>The college provided faculty model ensures instructors are informed of and adhere to college/universities' policies and procedures. For college provided faculty teaching high school students.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Evidence of college provided faculty, administrative orientation for new instructors including agendas, materials and formats. 2. Description of college provided faculty model processes for informing instructors about policies and practices in relation to teaching high school students.

Assessment Standard

<p>Assessment 1 (A1)</p>	<p>The college/university ensures college provided faculty model students' proficiency of learning outcomes is measured using grading standards and assessment methods comparable to traditional campus sections.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Description of process for course assessment for courses taught to CPF students by a college provided instructor. 2. Sample report/assessment from two disciplines in which both traditional campus students and college provided faculty model students are included or statement from academic administrator on how CPF students are included in college wide assessments for the academic department/division.
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Curriculum Standard

<p>Curriculum 1 (C1)</p>	<p>Courses administered through a college provided faculty model are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A college/university catalog or a link to an on-line college/university catalog. 2. A comprehensive list of all courses offered through the CPF with descriptions that are publicly available from the college/university.
<p>Curriculum 2 (C2)</p>	<p>Academic administrator reviews/conducts faculty evaluations and classroom observations following the college policy and procedures.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Published policy and procedures for classroom evaluations and observations. 2. Sample of classroom evaluations and observations with personal information redacted

Student Standards

Student 1 (S1)	<p>Registration and transcripting policies and practices for college provided faculty model students are consistent with traditional college students.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Official letter from the college/university registrar verifying compliance with the standard. 2. Sample student transcript from the college/university with identifying information redacted. 3. Registration calendar(s) college provided faculty model, with explanations of any notable differences in registration, add/drop, and withdrawal timeframes compared with those for on-campus students.
Student 2 (S2)	<p>The college provided faculty model has a process to ensure students meet the course prerequisites of the college/university.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Published outline of registration process provided to students and schools including any prerequisites for each college/university course administered through the college provided faculty model. 2. Description of process used to implement any prerequisite requirements.
Student 3 (S3)	<p>CPF students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Description of Advising Model for college provided faculty model practices addressing topics including, but not limited to: <ul style="list-style-type: none"> • College/university student conduct policies such as academic integrity, consequences of plagiarism, and academic dishonesty; • Advising issues such as college programs of study, pathways, prerequisites, pre- testing, course load, grading standards, and credit transferability; • Enrollment processes such as course cancellations and registration; • Legal rights under FERPA and ADA; and • Impact on future financial aid 2. Links to Web Resources for college provided faculty students
Student 4 (S4)	<p>The college/university provides, in conjunction with secondary partners, CPF students with suitable access to learning resources and student support services.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A description and documented evidence of the learning resources available to CPF students, and how they are informed. 2. A description and documented evidence of the student support services available to CPF students, and how they are informed 3. A description and documented evidence of technology, learning and student support services for online classes if your program offers online classes.

Program Evaluation Standards

Evaluation 1 (E1)	<p>The college/university conducts end-of-term student course evaluations for each college provided faculty model courses to provide instructors with student feedback.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Survey instrument. If there is variation among departments, submit one sample of each type of evaluation instrument used. 2. Sample of an evaluation report that instructors receive regarding the college/university course. If there is variation among departments, submit one sample for each type of evaluation report used. 3. Description of process used to share student course evaluation results with faculty, as well as any follow-up actions that the CPF program may take based on the results.
Evaluation 2 (E2)	<p>The college/university conducts and reports regular and ongoing evaluations of the college provided faculty model effectiveness and uses the results for continuous improvement.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Provide a detailed report describing a research study or set of evaluations that the cpf conducted within or on progress during the last two academic years prior to applying. This report should include abstract or executive summary which includes why the study was needed (i.e. what question did it answer), methodology, results, and discussion sections. Provide the research instrument such as surveys and interview questions, as appropriate. Some studies will rely on data pulls from existing data systems and will not have a research instrument. 2. Describe how the results and any improvement plans are being communicated with the college and school leadership, as well as how the program continues to track whether the improvement plan is yielding beneficial results. 3. Describe the types and frequency of program evaluation methods used by the program to assess student success, impact on school partners and/or other program goals.