

Guide - SU Workshop Faculty

Professional development and interaction with instructors is good program practice. Below are the main NACEP standards that faculty fulfill by participating with the CIHS workshop. The F3 Standard is the main reason we created an all-encompassing workshop.

These standards guide your time with the instructors. Anything that you feel will enhance the teaching of the course is going to be appropriate (see F3 & C2); new information about your discipline, course resources, rubrics, assignments/assessment, or best practices found can be used. This is a time to strengthen the instruction and the connection of the CIHS course to our campus/discipline culture.

I believe UMC policy on academic freedom indicates that assessment and grading is up to the individual instructor. It gets a bit dicey with NACEP accreditation, as the standard states the concurrent course uses similar assessment methods; I think if you use best practices, and with your faculty guidance, we can meet this standard and show why it is better if the course(s) do happen to differ in assessments. If there is not a best practice reason, I'd ask if you could use the same types and scoring of assessments.

The majority of the time is blocked out to work with instructors. Boxed lunches will be available at noon in the Bede Ballroom. Please remind your instructors that the bookstore is open all day, too. Every folder has a 20% off coupon to the bookstore, good only on workshop day.

Please email all resources & documentation of your session. A written description of how your session is professional development for your discipline is appreciated. I will be working with all the documentation you turn in, for what you've worked on with the instructors.

Thank you so much, you are the strong foundation that anchors our CIHS program!
Elizabeth

NACEP Standards (revised/adoption May 2017) our workshop will address:

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.
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.
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.