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February 6, 2018

TO: Senate Committee on Education
FR: Representative Dale Kooyenga
RE: support for Senate Bill 677 – modifications to the Early College Credit Program

Thank you for holding a hearing on this bill.

The recently enacted budget bill unintentionally swept up one of the most effective and efficient early college credit models into the new funding formula for the Early College Credit Program (ECCP). Concurrent enrollment programming operates at UW Parkside, LaCrosse, Oshkosh, Green Bay, and Whitewater. You may be familiar with the more popular acronyms like CAPP (Oshkosh) or PIE (Whitewater). These programs have over forty years of service in our state and provide high school students inexpensive and high quality concurrent enrollment in high school and college courses. The newly created ECCP changes the funding formula for access to these programs and will have a negative impact on access for schools and school districts around the state.

The authors, Senators Vukmir, Darling and Miller and Representatives Hutton, Rohrkaste, Stuck and I, introduced Senate Bill 677 to fix this unintended outcome by exempting the concurrent enrollment programs from the new ECCP requirements. This bill will restore these programs back to its pre-budget shared cost model.

Using an example from the largest program, CAPP, the pre-budget system was a shared cost model. The K12 district absorbed the staffing costs while the UW System provided the accreditation and accountability. Parents then received access to college credits for their future college students at a dramatically discounted cost. The average credit is about \$400 but parents were able to pay just the administrative costs for transcribing which was about \$90 per credit. The new ECCP requires K12 to take on 75% of those costs and the state picks up 25%. According to the K12 school leaders, inclusion in the ECCP for concurrent enrollment will effectively end the most efficient and effective early college programming we have in the entire state of Wisconsin. The UW System leaders have confirmed this as the likely outcome.

Also, the bill as amended by SSA 2 includes the concurrent enrollment programs at private, nonprofit institutions (WAICU) such as Lakeland University and St. Norbert College and, as recommended by Legislative Council, the amendment also provides statutory clarity that private high schools are also covered by the provisions of the bill.

Lastly, the amended bill eliminates a requirement that private institutions of higher learning notify DPI of their intent to participate in ECCP as a condition of their participation. DPI has no objection to eliminating this requirement.

Senate Bill 677 was introduced on behalf of the countless schools and school districts that are impacted, the students that will leverage this inexpensive option for college credit, the UW System, the private, nonprofit institutions and the parents who are looking for ways to reduce the cost of a two or four year degree.

Thank you for your attention to this legislation. I respectfully ask for your support of Senate Bill 677 as amended by Senate Substitute Amendment 2.



MIKE ROHRKASTE

STATE REPRESENTATIVE • 55TH ASSEMBLY DISTRICT

Senate Bill 711

Relating to: a pilot grant program to support college courses taught in high schools and making an appropriation.

Testimony of State Representative Mike Rohrkaste
Senate Committee on Education
February 6, 2018

Thank you, Chair Olsen and members of the Senate Committee on Education, for holding this public hearing.

Senate Bill 711 has been introduced to help remedy an issue regarding faculty education standards for dual credit teachers set forth by the Higher Learning Commission. The Higher Learning Commission is an organization that accredits post-secondary institutions in 19 states, including Wisconsin. This accreditation makes schools eligible for federal funds. The Higher Learning Commission accredits post-secondary schools on a variety of criteria, including the quality of education, an aspect of which is that the faculty of the institution provide effective, high-quality programs and student services.

The Higher Learning Commission has criteria that post-secondary institutions must meet to maintain their accreditation. If schools do not follow these criteria, they could lose their accreditation and therefore also lose access to federal funds. The Higher Learning Commission recently adjusted their "Assumed Practices" to require that any faculty member must have one of the following: a Master's Degree in the discipline; or a Master's Degree in another discipline and at least 18 graduate credit hours in the discipline. Because many high school teachers in Wisconsin also teach dual credit courses for college credit, they would be held to this standard. This will mean that a high school teacher who is teaching a dual credit course is required to have at least 18 graduate-level college credits.

The legislation requires the Office of Educational Opportunity at the University of Wisconsin System to award grants to school districts, independent charter schools, and private schools to assist high school teachers in meeting the minimum qualifications necessary to teach dual enrollment courses for a post-secondary school accredited by the Higher Learning Commission. The legislation provides for a \$500,000 pilot grant program with the requirement that each year at least one grant shall be awarded to a school district with fewer than 650 pupils, a school district with 650 – 1,600 pupils, a school district with over 1,600 pupils, a charter school, and a private school. The school would then choose through their own process teachers to assist in meeting the minimum education requirements set forth by the Higher Learning Commission.

Thank you for your time, and I encourage members of the committee to support Senate Bill 711.



Luther S. Olsen

State Senator
14th District

TO: Senate Committee on Education
FROM: Senator Luther Olsen
DATE: Tuesday, February 6, 2018
SUBJECT: Testimony for Senate Bill 711

Thank you members of the Senate Committee on Education for holding a hearing and allowing me to testify in support of Senate Bill 711 (SB 711).

The Higher Learning Commission (HLC) is an organization that accredits post-secondary institutions, which makes schools eligible for federal funds. If schools do not meet the criteria required by the HLC they could lose their accreditation as well as access to federal funds. Recently, the HLC adjusted their "Assumed Practices" to require that any faculty member must have one of the following: 1) A Master's Degree in the discipline they teach; or 2) A Master's Degree in another discipline along with at least 18 graduate credit hours in their discipline.

The new assumed practices required by the HLC for accreditation will also require that high school teachers comply with the standards, otherwise their classes will not count as dual credit courses. Unfortunately, many high school teachers do not meet these specific standards. Many teachers who teach dual credit courses have a Master's Degree in Education or School Administration rather than the specific discipline they are teaching. In order to address these concerns and allow teachers the time to become compliant with the new faculty qualifications the HLC is allowing institutions until September 1, 2022 before they begin to enforce the new requirements.

This bill will require the Office of Educational Opportunity at the University of Wisconsin System to award grants to school districts, independent charter schools, and private schools to assist high school teachers in meeting the minimum qualifications necessary to teach dual enrollment courses. The legislation provides for a \$500,000 pilot grant program with the requirement that each year at least one grant shall be awarded to a school district with fewer than 650 pupils, a school district with 650-1,600 pupils, a school district with over 1,600 pupils, a charter school, and a private school.

Again, thank you for holding a hearing today. I ask for your support on SB 711 and I would be more than happy to answer any questions.



GUIDELINES

DETERMINING QUALIFIED FACULTY THROUGH HLC'S CRITERIA FOR ACCREDITATION AND ASSUMED PRACTICES Guidelines for Institutions and Peer Reviewers

What's New

These guidelines have been revised twice in Academic Year 2015–2016 (October 2015 and March 2016) in response to the interests and needs of Higher Learning Commission (HLC) member institutions and peer reviewers following the adoption of a policy revision to Assumed Practice B.2. by HLC's Board of Trustees on June 26, 2015. This policy revision restated HLC's longstanding expectations regarding the qualifications of faculty and the importance of faculty members having appropriate expertise in the subjects they teach. Of particular note, the March 2016 revision to these guidelines makes more explicit how HLC intends to review institutions and how peer reviewers will examine contextual nuances regarding faculty qualifications, including as they apply to dual credit faculty.

Introduction

The following information provides guidance to institutions and peer reviewers in determining and evaluating minimal faculty qualifications at institutions accredited by HLC. These guidelines explain the Criteria for Accreditation and Assumed Practices that speak to the importance of institutions employing qualified faculty for the varied and essential roles that faculty members perform.

HLC's requirements related to qualified faculty seek to ensure that students have access to faculty members who are experts in the subject matter they teach and who can communicate knowledge in that subject to their students. When an institution indicates that a faculty member is qualified by means of an offer of employment, it is asserting its confidence in the faculty member's content expertise along with the ability of the faculty member to help position students for success not only in a particular class, but also in their academic program and their careers after they have completed their program.

The following guidelines apply to all faculty members whose primary responsibility is teaching, including part-time, adjunct, dual credit, temporary and/or non-tenure-track faculty. An institution committed to effective teaching and learning should be able to demonstrate consistent procedures and careful consideration of qualifications for all instructional faculty. This demonstrates academic integrity and is verifiable through peer review processes.

Background on HLC's Qualified Faculty Requirements

Together, HLC's Criteria for Accreditation and Assumed Practices define the quality standards that all member institutions must satisfy to achieve and maintain HLC accreditation.

In June 2015, HLC revised Assumed Practice B.2. to assure academic quality by requiring institutions to demonstrate that faculty members who deliver college-level content are appropriately qualified to do so, and to ensure that institutions establish clear policies and consistent procedures to achieve such quality. It must be noted that the revisions to Assumed Practice B.2. reflect longstanding HLC expectations that had appeared in various written forms in previous years and that through this revision process, HLC sought to support its mission of assuring and advancing the quality of higher learning.

When HLC's Board of Trustees approved the revisions to Assumed Practice B.2. in June 2015, it also extended the date of compliance to September 1, 2017, to allow institutions time to work through the details of the requirement and to bring their faculty into compliance through individual professional development plans. Later, during its meeting in November 2015, the Board acted to allow institutions with dual credit programs to apply for an extension of up to five additional years. Information about the extension application is available on HLC's website.

In this March 2016 revision to the guidelines, HLC seeks to offer important additional perspective on Assumed Practice B.2. and to convey its expectations and timeline for compliance. Many clarifications were made throughout this guidelines document based on inquiries from the membership, including significant new information related to earned faculty credentials, tested experience, and dual credit. Further, these guidelines seek to clarify the role of peer reviewers in determining the minimal qualifications of faculty teaching at institutions accredited by HLC.

HLC's Commitment to the Importance of Qualified Faculty

Core Component 3.C. refers to "the faculty and staff needed for effective, high-quality programs and student services," which entails, in part, a faculty member's ability to understand and convey the essentials of a specific discipline in a collegiate environment. Minimally qualified faculty should be able to engage professionally with colleagues regarding the learning objectives for program graduates, as well as possess the knowledge, skills and dispositions appropriate to the credential awarded. HLC expects that through the curricula and learning contexts that faculty develop, the exercise of intellectual inquiry and the acquisition, application and integration of broad learning and skills are integral to an institution's educational programs. Qualified faculty should also be aware of student learning through the ongoing collection and analysis of appropriate data, because an institution should be able to demonstrate its commitment to educational achievement and improvement through ongoing assessment of student learning. It is important to note that none of these abilities are intended to substitute for content expertise or tested experience, as described below.

Note: See HLC's Criteria 3 and 4 (specifically, 3.B. and 4.B.) for more information on expectations regarding teaching and learning.

Relevant Criteria and Assumed Practices

Criterion Three speaks to faculty qualifications, specifically Core Component 3.C., subcomponents 3.C.1., 3.C.2., and 3.C.4. Assumed Practice B.2.a. and B.2.b. are central to this topic and are presented below as they will be effective September 1, 2017.

Criterion Three. Teaching and Learning: Quality, Resources, and Support

[Effective January 1, 2013.]

The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

3.C.2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

3.C.4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Assumed Practice B. Teaching and Learning: Quality, Resources, and Support

[Effective September 1, 2017.]

B.2. Faculty Roles and Qualifications

- a. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
- b. Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.

Quality Assurance Expectations in Determining Minimally Qualified Faculty

Accreditation agencies expect that accredited institutions will use *credentials* as the primary mechanism to ascertain minimal faculty qualifications. HLC recognizes that *experience* also may be considered in determining faculty qualifications. (See page 4.) In some situations, a combination of these may be appropriate.

Using Credentials as a Basis for Determining Minimally Qualified Faculty

Faculty credentials refer to the degrees that faculty have earned that establish their credibility as content experts and thus their competence to teach that content in the classroom. Common expectations for faculty credentials in higher education include the following:

- Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield* (as applicable) in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed. Completion of a degree in a specific field enhances an instructor's depth of subject matter knowledge and is easily identifiable.
- With the exception noted in the bullet immediately following, faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching. If a faculty member holds a master's degree or higher in a discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching.

If an individual faculty member has not achieved 18 graduate credit hours in the discipline in which he or she teaches, the institution should be able to explain and justify its decision to assign the individual to the courses taught. These decisions should be supported by policy and procedure that are acceptable to the professional judgment of HLC peer reviewers. See the following subsection for more information about how *experience* may be considered in determining faculty qualifications.

- Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience. (Note: See the *Tested Experience* section below.) Such qualifications are allowable even in instances where technical/occupational courses transfer, which HLC recognizes is an increasing practice.
- Faculty teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.
- Faculty guiding doctoral education should have a record of scholarship and preparation to teach at the doctoral level. Research and scholarship should be appropriate to the program and degree offered.

* *Assumed Practice B.2.* refers to academic subfields. An academic subfield refers to a component of the discipline in which the instruction is delivered. The focus, in the context of HLC accreditation, is on the courses being taught and the general appropriateness of faculty qualifications with reference to such courses. The key consideration is whether a degree in the field or a focus in the specialization held by a faculty member appropriately matches the courses the faculty member would teach in accordance with the conventions of the academic field.

Using Tested Experience as a Basis for Determining Minimally Qualified Faculty

Tested experience may substitute for an earned credential or portions thereof. Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be *tested experience* in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. (Note: *Tested experience*, as is explained in the following section on dual credit, is typically not based exclusively on years of teaching experience, although other experiential factors as noted below may be considered on a case-by-case basis.)

The value of using tested experience to determine minimal faculty qualifications depends upon the relevance of the individual faculty member's experience both to the degree level and to the specific content of the courses the faculty member is teaching. An institution that intends to use tested experience as a basis for hiring faculty must have well-defined policies, procedures and documentation that demonstrate when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline. In their policies on tested experience as a basis for hiring faculty members, institutions are encouraged to develop faculty hiring qualifications that outline a minimum threshold of experience and a system of evaluation. Tested experience qualifications should be established for specific disciplines and programs and could include skill sets, types of certifications or additional credentials, and experiences. Documented qualifications would ensure consistency and transparency in hiring and human resources policies. The faculty hiring qualifications related to tested experience should be reviewed and approved through the faculty governance process at the institution—a step that should be highlighted for peer review teams, as appropriate.

Determining Minimally Qualified Faculty in the Context of Dual Credit

The subject of *dual credit*** was the focus of HLC's national study completed in 2012. This research entailed the analysis of dual credit activities across 48 states and revealed the dramatic expansion of dual credit offerings. Citing research conducted by the National Center for Education Statistics, HLC's study reported that by 2010–2011 dual credit enrollments had reached 2.04 million students, up from 1.16 million in 2002–2003, an increase of 75 percent. Even though the study was a descriptive

analysis of dual credit and by design did not advocate a position, it did report on both the benefits and the drawbacks of dual credit arrangements and prompted HLC to address some critical concerns, including inadequate instructor qualifications.

(See *Dual Credit for Institutions and Peer Reviewers* for additional information.)

To address these concerns, HLC determined that accredited institutions awarding college credit by means of dual credit arrangements must assure the quality and integrity of such offerings and their comparability to the same college credit offered on the institution's main campus or at the institution's other locations. As such, the faculty members teaching dual credit courses should hold the same minimal qualifications as required by the institution of its own faculty. These expectations extend to minimally qualified dual credit faculty, as stated in Criterion Three (3.A., 3.C.2.), Criterion Four (4.A.4.), and Assumed Practice B.2.

This requirement is not intended to discount or in any way diminish the experience that the high school teacher brings into a dual credit classroom. Such classroom experience alone, however lengthy or respected, is not a substitute for the content knowledge needed for college credit.

HLC recognizes that many high school teachers possess tested experience beyond their years in the classroom that may account for content knowledge for the dual credit courses they may teach. These teachers may have gained relevant experience while working in other sectors or through professional development or other relevant experience that now informs their teaching. They may be active in professional organizations and learned societies through presentations and publications on topics relevant to the dual credit courses they may teach. In combination with other credentials and/or tested experience, they may be able to provide direct evidence of their students' achievement on college-level tests that reflects a level of teaching and learning akin to a college classroom. However, evidence of students' achievement, on its own, is not sufficient to demonstrate minimal qualifications.

HLC also recognizes that dual credit faculty members who have obtained a Master of Education degree but not a master's degree in a discipline such as English, Communications, History, Mathematics, etc., may have academic preparation to satisfy HLC's expectations. In this context, the curricula of graduate degrees in the field of Education, when inclusive of graduate-level content in the discipline and methods courses that are specifically for the teaching of that discipline, satisfy HLC's dual credit faculty expectations. In other words, the attainment of a Master of Education degree does not demonstrate a qualification to teach dual credit courses in a particular discipline unless it is demonstrated that the content of that faculty member's Master of Education degree is sufficiently related to the discipline of the dual credit course.

Accredited institutions should monitor closely the earned credentials along with the tested experience of dual credit faculty with the understanding that allowances for tested experience may occur.

***Dual credit refers to courses taught to high school students at the high school for which the students receive both high school credit and college credit. These courses or programs are offered under a variety of names; HLC's Criteria on dual credit apply to all of them, as they involve the accredited institution's responsibility for the quality of its offerings.*

The Centrality of Peer Review in Evaluating Faculty Credentials

In keeping with HLC's 120-year commitment to peer review processes, it must be stressed that the professional judgment of HLC's peer review teams has always been and remains central to the evaluation of member institutions and the credentials of the faculty members who work there. HLC's reliance on the expertise of its peer corps members—reviewers who are drawn from the member institutions themselves based upon their knowledge and expertise—is an honored and time-tested tradition. It is as much valued as it is necessary given the wide range of institutional types that HLC accredits across an even wider array of geographical and political contexts. Such diversity presents incredible opportunities for advancing learning and deeper understanding among higher education professionals by means of accreditation, although it also makes especially challenging (if not impossible) the enforcement of

Continued...

“one-size-fits-all” requirements. HLC and its peer reviewers understand that there may be circumstances that will need to be explained and justified to the peer review teams charged with assuring the quality and integrity of educational offerings within an institution. Peer reviewers are charged to evaluate the entire institution and its compliance with policy and not to evaluate the hiring of specific faculty members. If systemic non-compliance is identified, the peer team will seek additional information and, possibly, recommend HLC follow-up to ensure that the institution meets HLC’s expectations. Several specific scenarios are outlined in the next section.

HLC’s Review of Faculty Qualifications Related to the Revised Assumed Practice

HLC has identified circumstances under which the revised Assumed Practice, once in effect, will influence the review of an institution. These descriptors are intentionally brief, as information about HLC’s processes is documented on hlcommission.org.

Institutions Hosting Comprehensive Evaluations

Institutions in good standing hosting routine comprehensive evaluations, whether on the Standard, AQIP or Open Pathway, need *not* write specifically to the Assumed Practices. However, all institutions preparing for a comprehensive evaluation must write specifically to Core Component 3.C.

1. Peer review teams conducting comprehensive evaluations may randomly select a sample of faculty members and request to see their personnel records (i.e., curriculum vitae and transcripts) in conjunction with the list of courses to which said faculty members are assigned.
2. Peer reviewers may also legitimately probe what process the institution uses to determine that its faculty members are appropriately credentialed to teach the courses to which they are assigned.
3. Reviewers may evaluate the institution’s policies and procedures for determining qualified faculty, particularly when tested experience is a determining factor.

Institutions Previously Identified as Having Met Core Component 3.C. With Concerns

As of September 1, 2017, those institutions identified previously as at risk of non-compliance with Core Component 3.C. (i.e., placed on Notice) and those institutions previously subject to interim monitoring related to Core Component 3.C. should take the revised Assumed Practice on faculty qualifications into account in their Notice report or Interim report (as applicable). Although institutions on Notice or subject to interim monitoring on the basis of Core Component 3.C. must write explicitly to that Core Component prior to September 1, 2017, such institutions need not write explicitly to the revised Assumed Practice. Peer review processes for evaluating faculty qualifications will mirror those described for comprehensive evaluations.

Institutions for Whom HLC Receives Complaints Related to Faculty

After September 1, 2017, HLC may request information about institutional conformity with Assumed Practice B.2. if the HLC staff’s review of a complaint received about a faculty member’s credentials is deemed to merit additional inquiry. Following [HLC’s complaint protocol](#), this inquiry may take place even though the institution has not yet hosted a comprehensive evaluation after the revised Assumed Practice became effective. As is typical for complaints meriting additional inquiry, the institution may be asked to provide documentation that is responsive to HLC questions about the perceived accreditation issue. Should the response be deemed sufficient, HLC will conclude the complaint process with a response letter. Should the outcome of the complaint review be a determination that the institution is not in conformity with the Assumed Practice, HLC will follow up with monitoring.

Institutions Not in Conformity With the Revised Assumed Practice After September 1, 2017

Should an institution be found not to be in conformity with the revised Assumed Practice B.2. after September 1, 2017, or an HLC-approved extension date (if applicable), HLC will seek an interim report within three months that either explains

how the situation has been rectified or indicates how the situation will be rectified within two additional years. The latter case may require additional follow-up in the form of a second report or an on-site evaluation to confirm the issue has been fully remedied and the institution is in full compliance. An institution acting in good faith to meet the revised Assumed Practice after September 1, 2017, or an HLC-approved extension date (if applicable) will not be at risk of losing its accreditation solely related to its conformity with Assumed Practice B.2. (As noted previously, during its meeting in November 2015, the HLC Board acted to allow institutions with dual credit programs to apply for an extension of up to five additional years. Information about this application is available on HLC's website.)

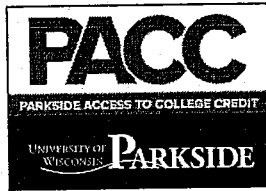
Limitations on the Application of HLC Requirements Related to Qualified Faculty

It is important that institutions review these limitations carefully in implementing HLC's requirements related to qualified faculty:

- HLC requirements related to qualified faculty, including recent revisions to Assumed Practice B.2., are in no way a mandate from HLC to terminate or no longer renew contracts with current faculty members. HLC expects that institutions will work with faculty who are otherwise performing well to ensure that they meet HLC's requirements (whether through credentials or tested experience or a combination thereof). HLC also expects that institutions will honor existing contracts with individual faculty or collective bargaining units until such time as institutions have had an opportunity under the contract to renegotiate provisions that relate to faculty credentials if such revisions to the contract are necessary for the institution to meet HLC's requirements. HLC recognizes that in many cases such renegotiation or revision may not be able to take place until the contract expires or at the contract's next renewal date.
- As a part of its ongoing evaluation of faculty, institutions may determine that there need to be changes in faculty hiring requirements and to new or existing institutional policies pursuant to best (and emerging) practices in higher education related to faculty (not necessarily related to HLC's requirements). Institutions may also determine that certain faculty members have not performed well according to the institutions' expectations related to faculty performance and should not be retained. Such decisions are within the institutions' purview. They should not be handled differently than they would have been prior to the promulgation of the revised Assumed Practice B.2. Under no circumstances should institutions use HLC's requirements as a pretext to eliminate faculty members who have not performed well or who do not meet institutional hiring requirements for faculty members and would otherwise have not been retained for these reasons.
- The implementation date for the revised Assumed Practice B.2. is September 1, 2017, unless the institution has sought an extension related to dual credit that was subsequently approved by HLC. No institution will be held accountable for compliance with the revised Assumed Practice in any HLC evaluation prior to that date. Institutions are free to set a more aggressive timetable for compliance with this revised requirement, but must make clear to the institutional community that the more aggressive timetable is their timetable, not that of HLC.
- These requirements, including recent changes to Assumed Practice B.2., in no way apply to staff members at accredited institutions; **they apply to instructional faculty and faculty responsible for developing curriculum only.** To understand HLC's requirements related to staff members, institutions should review subcomponent 3.C.6., which requires that "staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development." HLC has no further requirements identifying what the appropriate qualifications are for staff members; rather, it is up to each accredited institution to determine what appropriate qualifications are for such personnel.

Questions?

Please contact your liaison.



Committee on Education
Public Hearing on Senate Bill 711

Chairman Olsen, Vice Chair Darling and Committee Members,

Good morning, my name is Denise Hancock, I am from the University of Wisconsin Parkside. I am the Director of the Parkside Access to College Credits Program, Wisconsin's newest concurrent enrollment program serving southeast Wisconsin, with partnerships in two of the state's largest districts, Racine Unified School District and Kenosha Unified School District. As education leaders in southeastern Wisconsin, the districts and I are asking for your support on ~~Senate~~ Bill 711 by considering the proposed pilot grant program to support the high school educators gain the necessary qualifications to teach dual enrollment courses at the high school.

I would like to thank all the representatives and senators who support Senate Bill 711 and give a special thank you to Senators Olsen, Darling, and Bewley who serve on this committee.

The Parkside Access to College Credits Program, PACC for short, began in fall 2016 as a pilot program with one course in Racine Unified School District taught by a university-qualified high school instructor. Today, PACC has memorandums of understanding with both Racine and the Kenosha Unified School Districts, and is offering four college courses in six high school classrooms, with at least nine more courses in development. High school students earned 81 college credits last academic year, and will earn more than 250 credits this year. In addition to Racine and Kenosha Unified, we continue to meet with other school districts in southeastern Wisconsin interested in developing partnerships and the opportunity to offer concurrent enrollment courses in their high schools.

Our mission is to increase access to college for all students and add to the success stories. Our goal is to expand the opportunity to experience a college-level course to students who may not have the economic means or academic maturity to take courses through Youth and Course Options or the Early College Credit Program requiring them to have transportation to our campus and attend courses with college students and faculty.

With that said, I support the pilot grant program as a means to help teachers gain the credentials they are lacking in an effort to increase the number of qualified teachers to teach in concurrent enrollment programs. The Higher Learning Commission, our institutional accreditor, requires that all faculty teaching university courses meet the faculty guidelines, including our high school instructors teaching concurrent enrollment courses. The guidelines require faculty to have a Master's Degree in the content area they are teaching or a Master's Degree (any subject) and 18 graduate-level credits in the content area they are teaching. We have built this requirement into our internal policies. The Higher Learning Commission has attempted to give a bit of flexibility in the guidelines by adding two additional qualifiers, one being a Master's Degree in Education with specific graduate-level courses and a tested-experience criteria. The PACC Program has developed a concise policy on faculty qualifications as you can see in your folder. We have had our HLC liaison review the matrix with their colleagues so this has been fully vetted, however, finding qualified teachers has still proven challenging.

There are many teachers out there who have their master's degrees, however, they are not in the content areas for which they teach, and often they are in Curriculum and Instruction and Administration. Depending

on their course of study, a teacher with a master's degree could need 1 course in the methods of teaching their subject area all the way up to 18 graduate level credits in their content. This grant program could really help the districts and teachers secure the credentials to meet the minimum qualifications.

UW-Parkside has submitted a Master of Arts in Professional Studies online program to the Board of Regents for the Education Committee's agenda later this week. This degree program offers 3 separate and distinct concentrations, with one of them being Content Expertise for the Professional Educator with tracks in Political Science/Government and another in Sociology. This concentration was developed specifically for professional educators wishing to add to their credentials in order to teach in concurrent enrollment programs. The program is entirely online so that teachers from all over the state could participate (and of course other areas as well.) We are hoping to do our part in offering courses to meet credential guidelines and have plans to offer more courses in the future. Providing districts and teachers the opportunity to apply for grant funding to soften the financial burden of graduate-level courses would be beneficial for our region.

Thank you for allowing me this time to speak before the committee. I ask that you please support Senate Bill 711 and encourage your colleagues to do the same. Our region must be able to offer students flexible options for earning college credit and that starts with qualified high school instructors who have the credentials to teach these courses. The Wisconsin commitment to reducing the time to degree and the cost of earning a degree is a shared priority of elected officials, educators, students and their families.

Sincerely,

Denise Hancock
Director of PACC Programs

PACC High School Faculty Qualifications Model

	PACC HIGH SCHOOL FACULTY QUALIFIED BY MASTER'S DEGREE IN CONTENT	PACC HIGH SCHOOL FACULTY QUALIFIED BY MASTER'S DEGREE + 18 GRADUATE CREDITS IN CONTENT	PACC HIGH SCHOOL FACULTY QUALIFIED BY MASTER'S OF EDUCATION DEGREE *	PACC HIGH SCHOOL FACULTY QUALIFIED BY "TESTED EXPERIENCE"	PACC HIGH SCHOOL FACULTY SUPERVISED BY UNIVERSITY FACULTY, UNIVERSITY FACULTY IS FACULTY OF RECORD FOR COURSE
High School Faculty Qualifications	High School Faculty has Master's Degree in content being taught. Current WI DPI license in the content area being taught.	High School Faculty has Master's Degree and at least 18 credits in the content being taught. Current WI DPI license in the content area being taught.	High School Faculty has Master's Degree in Education with graduate-level content in the content and a methods course in the content area being taught.	High School Faculty has Master's Degree. Current WI DPI license in the content area being taught. (See tested experience criteria at the end of chart)	High School Faculty has a Bachelor's Degree in the area being taught. Current WI DPI license in the content area being taught.
Faculty of Record	High School Faculty	High School Faculty	High School Faculty	High School Faculty	UWP Faculty/High School Faculty
Grading Responsibility	High School Faculty. (There are assignments and assessments that are shared during the course to ensure consistent grading)	High School Faculty. (There are assignments and assessments that are shared during the course to ensure consistent grading)	High School Faculty. (There are assignments and assessments that are shared during the course to ensure consistent grading)	High School Faculty. (There are assignments and assessments that are shared during the course to ensure consistent grading)	Shared between High School Faculty and UWP Faculty. High School Faculty <ul style="list-style-type: none"> Grades all homework, papers, quizzes, tests UWP Faculty <ul style="list-style-type: none"> Responsible for inputting grades in SOLAR Student work must have a grading rubric for high school faculty. A sample of grade-level work (A, B, C, D, and F) will be reviewed by UWP Faculty to ensure consistent grading practices & expectations of academic rigor.
Observation Visits	Two visits per semester by UWP Faculty Liaison	Two visits per semester by UWP Faculty Liaison	Two visits per semester by UWP Faculty Liaison	Two visits per semester by UWP Faculty Liaison	Two visits per semester by UWP Faculty Liaison

PACC High School Faculty Qualifications Model

1 st Time Course Development Compensation	\$1500.00 to High School Faculty \$1500.00 to UWP Faculty Faculty work collaboratively to develop the course to align student learning outcomes, assignments, and assessments to ensure aligned course.	\$1500.00 to High School Faculty \$1500.00 to UWP Faculty Faculty work collaboratively to develop the course to align student learning outcomes, assignments, and assessments to ensure aligned course.	\$1500.00 to High School Faculty \$1500.00 to UWP Faculty Faculty work collaboratively to develop the course to align student learning outcomes, assignments, and assessments to ensure aligned course.	\$1500.00 to High School Faculty \$1500.00 to UWP Faculty Faculty work collaboratively to develop the course to align student learning outcomes, assignments, and assessments to ensure aligned course.	\$500.00 to H.S. Faculty \$500.00 to UWP Faculty Course is developed by UWP Faculty. Faculty review the course, SLO's, assignments and assessments so that the H.S. Faculty can supervise the course from the high school and complete the grading requirements.
Faculty Supervision Compensation	\$300.00 to High School Faculty each time course is taught \$0.00 to UWP Faculty 1 st time course is taught \$300.00 to UWP Faculty 2 nd time and continuing for course taught	\$300.00 to High School Faculty each time course is taught \$0.00 to UWP Faculty 1 st time course is taught \$300.00 to UWP Faculty 2 nd time and continuing for course taught	\$300.00 to High School Faculty each time course is taught \$0.00 to UWP Faculty 1 st time course is taught \$300.00 to UWP Faculty 2 nd time and continuing for course taught	\$300.00 to High School Faculty each time course is taught \$0.00 to UWP Faculty 1 st time course is taught \$300.00 to UWP Faculty 2 nd time and continuing for course taught	High School Faculty • \$300 UWP Faculty • \$300 for 1-5 students • \$600 for 6-10 students • \$900 for 11-15 students • \$1200 for 16-20 students • \$1500 for 21+ students Not Applicable
Tested Experience Professional Development	Not Applicable Must attend the Annual PACC Professional Development Summer training.	Not Applicable Must attend the Annual PACC Professional Development Summer training.	Not Applicable Must attend the Annual PACC Professional Development Summer training.	See below Must attend the Annual PACC Professional Development Summer training.	Not Applicable Must attend the Annual PACC Professional Development Summer training.

**HLC also recognizes that dual credit faculty members who have obtained a Master of Education degree but not a master's degree in a discipline such as English, Communications, History, Mathematics, etc., may have academic preparation to satisfy HLC's expectations. In this context, the curricula of graduate degrees in the field of Education, when inclusive of graduate-level content in the discipline and methods courses that are specifically for the teaching of that discipline, satisfy HLC's dual credit faculty expectations." (HLC Guidelines, Determining Qualified Faculty through HLC's Criteria for Accreditation and Assumed Practices, March 2016, p.5)

PACC High School Faculty Qualifications Model

TESTED EXPERIENCE CRITERIA

Tested experience is defined as depth and breadth of experience outside of the classroom in non-academic situations relevant to the discipline in which the faculty member would be teaching. High School Faculty qualified by tested experience must meet at a minimum, one of the following 3 criteria to be eligible for review by the academic department offering the PACC course. The academic department may require additional qualifications be met in order to be approved to teach a PACC course.

Qualifying Criteria 1

- Master's Degree
- Current WI DPI license in the content area being taught
- Combination of graduate-level credits and experience:
 - 9 graduate-level credits in content area of PACC course and at least 3 years full-time teaching at the high school level
- OR**
- 12 graduate-level credits in content area of PACC course and at least 2 years full-time teaching at the high school level **OR**
- 15 graduate-level credits in content area of PACC course and at least 1 years full-time teaching at the high school level

Qualifying Criteria 2

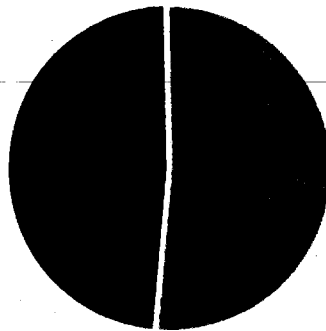
- Master's Degree and Bachelor's Degree
- Current WI DPI license in the content area
- Combination of at least 4 of the requirements below:
 - Teaching the content of the PACC course in AP or IB format for a minimum of 5 years. Evidence of success required for the last 3 academic years
 - Success is defined as evidence of average students taking assessment exam scoring 3 or better.
 - Nationally-recognized credential (certification, license, etc.) for the discipline or subfield (not teaching license)
 - National Board Certification in the content area*
 - Minimum of 5 years of professional experience in a related field to the PACC course
 - Evidence of minimum of 30 hours of content specific professional development in the field (including continuing education units), or other relevant workshops, trainings, conferences or seminars within the last 5 years
 - A record of research, creative activity, presentation, scholarship, or achievement to the content of the PACC course

Qualifying Criteria 3

- Qualifying criteria 3 is considered a temporary measure to address a high school faculties qualifications. H.S. Faculty must develop and have approved a professional development plan as addressed below to minimally reach the qualifications listed in Qualifying Criteria 1.
- Master's Degree
 - Bachelor's Degree in the content area being taught
 - Current WI DPI license in the content area being taught
 - Documented continuous professional development in the content area.
 - Submit a Professional Development Plan identifying how the faculty will achieve the requirements of Qualifying Criteria 1 or 2.
 - Plan will address continuous progress toward a degree.

The NBPTS certificate measures a teacher's practice against high and rigorous standards. The process is an extensive series of performance-based assessments that includes teaching portfolios, student work samples, videotapes and thorough analyses of the candidates' classroom teaching and student learning. Teachers also complete a series of written exercises that probe the depth of their subject-matter knowledge, as well as their understanding of how to teach those subjects to their students. National Board Certification is voluntary and open to all educators who have a baccalaureate degree and three years of classroom experience in either a public or private school.

HLC Compliance Status UW Oshkosh CAP Program (Sept. 2017)



■ HLC Compliant ■ HLC deficient

There were roughly 300 high school teachers in the 43 year old UW Oshkosh CAP Program as of the start of this school year who have been certified as adjuncts by our department chairs and committees of professors. Additionally, we have around 50 new adjunct applications in various stages of approval that mimic this nearly 50/50 split regarding adjunct academic credentials as they pertain to HLC compliance. We have not changed our adjunct "hiring" criteria in the face of HLC compliance, as we are continuing to meet the needs of school district's and student's wishes for increased access to concurrent enrollment courses from UW System providers.

By 2022, all adjuncts in the State of Wisconsin, who pair with an HLC certified IHE must have either a master's degree in subject area, a master's degree out of subject area and 18 graduate credits in subject area, OR, a master's degree in subject area and some other departmentally approved academic credentials.

Last year alone, the CAPP Office, through its own budget, helped to defray the cost of graduate coursework that leads to HLC compliance for 22 adjuncts. We do not have the funds to assist all teachers in the orange area of the image above with their full complement of between 17 and 2 remaining graduate credits in subject area. Anecdotal evidence suggests that most Private and Public schools in our organization are NOT helping defray the costs of graduate courses, nor do they provide contractual compensation for HLC compliance (or addition of graduate courses). Therefore, schools and educators who want to continue to offer concurrent enrollment courses to their students, place the entire budgetary burden upon the adjuncts. Additionally, ALL partner

schools in Wisconsin want to increase concurrent enrollment offerings, a hope shared by the Governor, UW System, all concurrent enrollment providers, and private and public school administrators. Finally, the 1+3 programs in high need IT fields that we have implemented at the Governor's request cannot sustain the loss of adjuncts in critical subject areas, and survive to allow students access to three year bachelor's degrees (and join the workforce pipeline in a quicker fashion, while reducing their cost to degree).

The NEW ERA group and the CAPP Office at UW Oshkosh have created a suite of online/hybrid/in person graduate courses to meet the needs of adjuncts in Wisconsin Technical Colleges, UW System two and four year institutions, as well as those teachers who work with private colleges. Please reference the NEW ERA folder for specific courses built for all adjuncts to access this Spring and Summer (with a new set of courses launching each semester over the coming years).

The final piece to having Wisconsin adjuncts become HLC compliant by 2022, like adjuncts from West Virginia to Arizona (the reach of the 19 state HLC Region), is a small modicum of funding that AB851/SB 711 proposes to make available through grants.

The UW Oshkosh CAPP Office, UW Oshkosh, and our vast network of partner schools and teachers, fully support Assembly Bill 851/Senate Bill 711 as a way to help Wisconsin schools and their teachers meet the HLC requirements we all operate under.

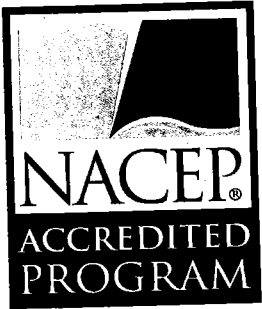
Thank you for your time and efforts as they pertain to access for all to concurrent enrollment courses for all kids in Wisconsin.

Sincerely,

Mr. John Dobyns

M.S. Biology, M.A.T. Science Education
Director of Outreach and Operations, CAPP Office
UW Oshkosh
920-424-3260

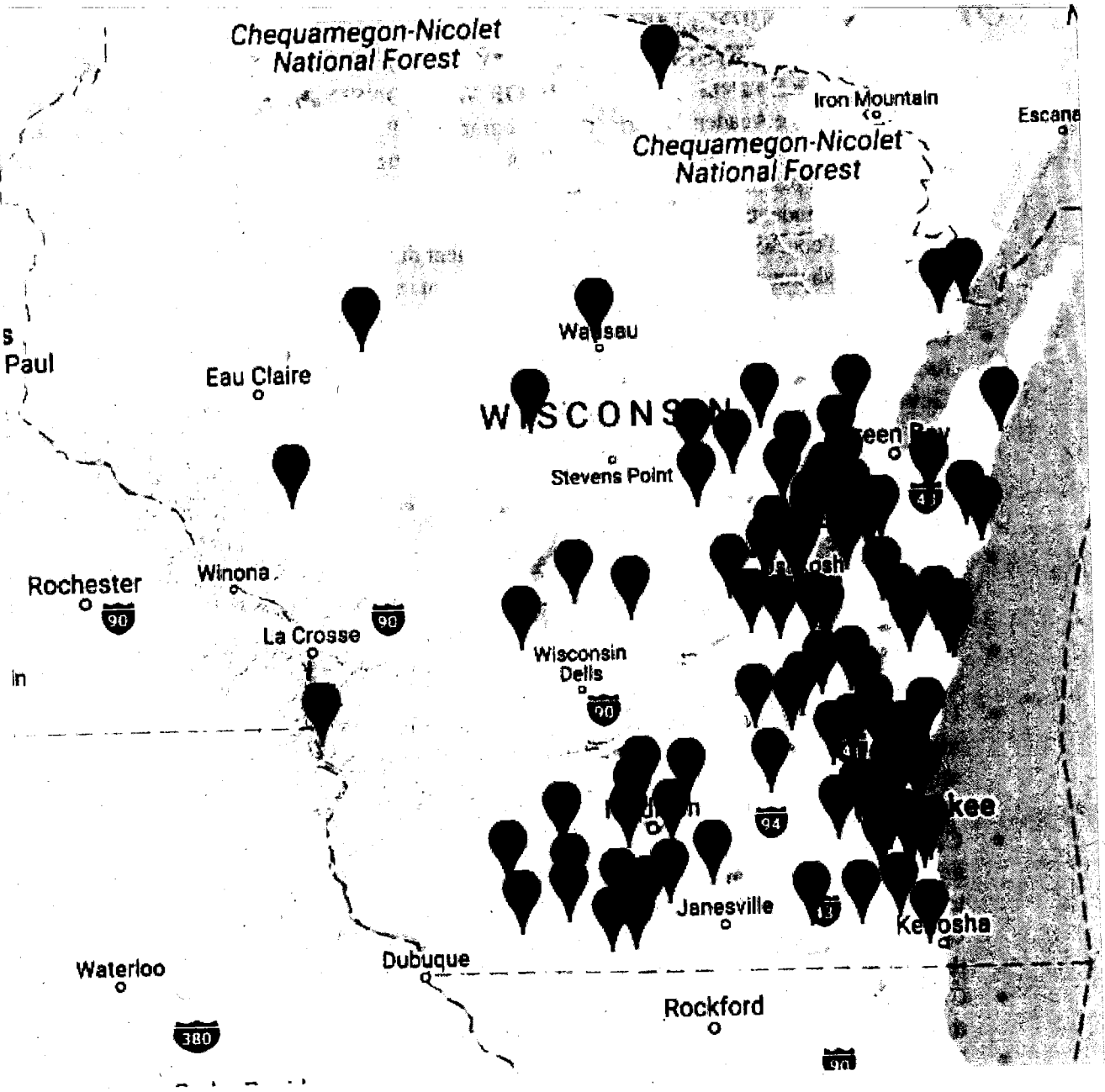




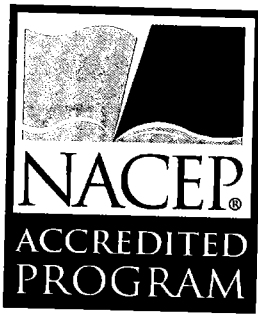
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CONCURRENT ENROLLMENT IN WISCONSIN: SAVING STUDENTS TIME AND COST TO DEGREE, SERVING SECONDARY EDUCATION PARTNERS, AND MEETING THE NEEDS OF WISCONSIN BUSINESSES

- The Cooperative Academic Partnership Program (CAPP) at UW Oshkosh has provided WI students with access to college credits through credentialed high school teachers, for **43 years**.
- UW Oshkosh partners with 110+ Wisconsin high schools (**public and private**), and serves 3500+ high school students a year through CAPP.
- We have 85 courses built for concurrent enrollment dissemination, and our courses generate a UW Oshkosh transcript students can take with them to over 220 colleges and universities around WI and the rest of the United States to jumpstart their college careers.
- Our credit prices are set by UW System at \$100 per credit (this year). Over 50% off of the rates found at most UW System two and four-year campuses.
- **Governor Walker's Office**, the University of Wisconsin Oshkosh, CAPP, UW System, and the Northeast Wisconsin IT Alliance (with area Chambers of Commerce) have created a **THREE YEAR Bachelor's degree in Information Systems, Computer Science, Engineering Technology, and Education** through our concurrent enrollment program, to meet workforce needs in Wisconsin.
- CAPP infuses over **\$150,000 a year back into our partner schools through scholarships for kids, professional development funds for teachers, and site budget allocations for our partner schools.**
- CAPP students are high-achieving students in urban, rural, and suburban school districts. **We serve all eligible students in Wisconsin!**
- UW Oshkosh and the CAPP Office are committed to helping high school teacher-adjuncts maintain or meet **Higher Learning Commission (HLC) requirements through the building of appropriate professional development sessions and graduate level online, hybrid, and traditional format coursework.**
- **CAPP is the only NACEP (National Alliance of Concurrent Enrollment Partnerships) accredited provider of concurrent enrollment in Wisconsin.** This assures that our courses, taught in the high schools, maintain the highest standards of alignment, rigor, quality, they ARE UW Oshkosh level courses, and this increases credit transferability for the students that enroll in them.
- CAPP, through 30 UW Oshkosh degree granting departments, **works with over 300 high school teacher-adjuncts** to help CAPP students access true college courses, with no high stakes exams.
- CAPP, the UW Colleges, and Wisconsin Technical College System schools, like FVTC, are partnering to improve the advising high school students receive regarding what concurrent enrollment courses will do for them upon graduation from high school.

College Credit

Completing University of Wisconsin Oshkosh Cooperative Academic Partnership Program (CAPP) courses is a convenient and affordable way for you to earn concurrent high school and college credit, while developing key skills or future success.

On a UW Oshkosh CAPP course, you will experience the challenge of college curriculum while in a high school environment, which will:

- Bolster your college GPA
- Set you apart from other college applicants
- Give you the opportunity to register earlier while in college
- Allow you to explore a variety of options while in college
- Provide you a chance to double major and graduate on time
- Lessen your course load
- Help you graduate early

Affordable

As a CAPP student, you will pay \$90 or less per credit - less than a third of the standard per-credit tuition rate with the cost based on the number of credits assigned to each class. Refer to Graph ▶

Benefits

While enrolled in CAPP, you may receive a TitanCard, the official identification card at UW Oshkosh. It provides you access to:

- Polk Library
- University computer labs
- Campus community events

CAPP vs. Advanced Placement

CAPP courses are actual college courses that appear on an official UW Oshkosh transcript. AP courses are essentially advanced high school-level courses, after which you take a high stakes exam that may or may not earn college credit upon admission.

CAPP Instructors

If you are a junior or senior and meet at least one of the following requirements, you may enroll in CAPP:

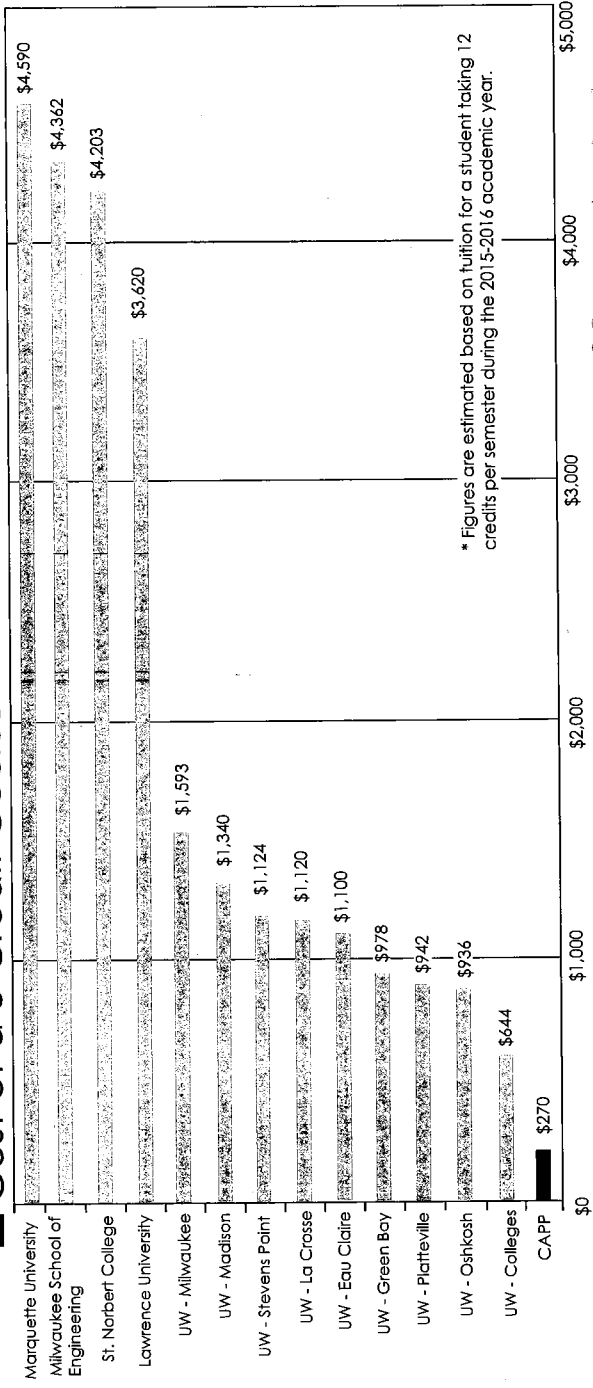
- Class rank in the top 25 percent
- GPA of at least 3.25 on a 4.0 scale
- ACT score of 24 and class rank in the top 50 percent of 2.75 GPA

Other students may be eligible with approval of the University liaison, high school adjunct instructor and academic director.

Once approved under stringent guidelines by UW Oshkosh, high school teachers with master's degrees teach CAPP courses. These teachers collaborate with UW Oshkosh professors to implement courses at your school.

"One of the best things I did was take CAPP classes, because it put me further ahead than other college freshmen and saved me money." —Alyssa H.

▶ Cost of a 3-Credit Course without Room & Board



Convenient. Challenging. Affordable.



Types of Courses

A wide variety of courses from UW Oshkosh may be offered through CAPP at your high school. Some of these courses include:

- Active Lifestyles (Physical Education)
- Anatomy
- Art
- Biology
- Economics
- English and Literature
- Pre-Calculus
- Calculus I, II, III
- Computer Science
- Fundamentals of Speech Communication
- Foreign Language (French, German, Japanese, Spanish)
- General Chemistry I and II
- Music Theory for the General Student
- Personal Finance
- Physics
- Political Science
- Psychology
- Radio/TV/Film
- Special Education for future teachers

View the full course listing at uwosh.edu/capp

Nationally Accredited

UW Oshkosh CAPP is the first dual enrollment program accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) in Wisconsin. NACEP standards articulate the best practices that hallmark exceptional, rigorous college programs.



University of Wisconsin Oshkosh

Where excellence and opportunity meet.™

UW Oshkosh provides high-quality affordable education and promotes enrichment and active learning opportunities.

Among the largest public universities in the state, UW Oshkosh is committed to providing students with a broad knowledge base and transferable skills as well as a strong sense of values and ethics that prepares them for civic leadership in society.

Contact Us

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Phone: (920) 424-3003
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More Information



For more details about CAPP, scan the QR code with your smartphone.

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New IT careers get state boost



Gov. Scott Walker talks about a new pilot program Thursday at the Beemis Innovation Center in Neenah. A collaboration among the University of Wisconsin System and the New North IT Alliance, the program will let high school students interested in the information technology field complete a year of college by taking Cooperative Academic Partnership Program courses at UW-Oshkosh.

High school students can join UWO program

NATE BECK

USA TODAY NETWORK - WISCONSIN

NEENAH - A new program will allow Wisconsin students to pursue a college degree in Information Technology before leaving high school, as businesses statewide clamor for digital know-how.

The program began about a year and a half ago, with the UW System granting UWO \$300,000 over three years to train high school teachers to present college curriculum, promote science, technology and math careers and award scholarships, said John Dolyns, director of outreach and operations for UWO's Community Academic Partner-



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FOR IMMEDIATE RELEASE

June 1, 2017

MEDIA CONTACTS:

Stephanie Marquis, UW System, 608-263-1700

Mandy Potts, UW Oshkosh, 920-267-0628

Tom Evenson, Governor Walker's Office, 608-267-7303

UW System and UW Oshkosh Announce Innovative Pilot Program to Meet IT Workforce Demands

Students Complete First Year of College in High School

Today, UW System and UW Oshkosh officials announced a new, innovative pilot program to increase the number of Information Technology (IT) professionals in Wisconsin. Students can complete their first year of college while in high school to earn a bachelor's degree more quickly. This helps to meet the state's IT industry demands by getting them into the workforce more quickly – and helps keep college affordable for students and families since the first year is completed in high school. The NEW IT Alliance – which is a group of IT businesses from Green Bay to Oshkosh – is acting as an advisory group to identify Fox Valley's IT workforce needs.

UW System, UW Oshkosh, UW Green Bay and the regional UW Colleges (supported by local technical colleges) are all partners. The pilot program will build on the state's largest, long-time concurrent enrollment program, the Cooperative Academic Partnership Program (CAPP) at UW Oshkosh. CAPP is a UW Oshkosh initiative and collaboration with participating high schools that provides students an opportunity to earn college credit while still in high school.

"Wisconsin is at a critical turning point: we have an aging state population with a shrinking work force – and a decline in the state's birth rate. That means we are facing a workforce shortage in years to come, but we are working to address those concerns now," said UW System President Ray Cross. "Students will complete their first year of college in high school and be able to utilize internships with partner companies, which ultimately makes them more likely to be offered a job that keeps them here in Wisconsin to live, work, and raise their families."

"Through CAPP, thousands of students across Wisconsin are already able to complete their first year of college while in high school, reducing their time to degree and providing Wisconsin's workforce with much needed talent faster. This new program we are unveiling today builds on the success and reputation of CAPP," said UW Oshkosh Chancellor Andrew Leavitt.

"This degree program demonstrates strong partnership and innovation between education and companies in Northeast Wisconsin," said John W. Kreul, Chief Information Officer at Bemis Company, Inc. "It is a huge win for everyone."

The program will initially coordinate with six to eight area high schools to provide courses in a variety of required general education areas and in-major courses in four degree pathways: information systems (IS), computer science, engineering technology and secondary education.

- MORE -

The companies that have formed the advisory IT Alliance in the Fox Valley area are:

Bemis Company, Inc.
Cellcom/NSight
Fox Valley Technical College
J. J. Keller & Associates
Johnsonville Foods, LLC
Katapult, LLC
Omni Resources, Inc.
Oshkosh Corporation
Thrivent Financial
SECURA Insurance Companies
Stellar Blue Technologies

The UW System has committed \$900,000 in funding over three years to pilot the new program, which will begin this fall.

About CAPP at UW Oshkosh

UW Oshkosh CAPP worked with more than 100 school districts and served more than 4,000 students this academic year. UW Oshkosh's CAPP was the first program of its kind nationally accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) in Wisconsin. NACEP standards are built upon the best practices of exceptional, rigorous college programs.

Junior and senior high school students who meet at least one of the following requirements may enroll in CAPP: They rank in the top 25 percent of their class; they have a GPA of at least 3.25 on a 4.0 scale; or they have achieved an ACT score of 24 with a class rank in the top 50 percent. Other students may also be eligible with approval of the University liaison, a high school adjunct instructor or the program director.

NEW IT Alliance

The NEW IT Alliance is a nonprofit organization, which works under the umbrella of the New North organization, whose mission is to attract, develop and retain diverse talent in Northeast Wisconsin to support economic growth. The NEW IT Alliance offers support through the use of innovative programming and highlighting of regional success stories to educate the positives of an IT career. IT Alliance members include: UW Oshkosh, Bemis, J. J. Keller, Thrivent Financial, Oshkosh Corp, Fox Valley Technical College and others in the region.

New North, Inc.

New North is a nonprofit regional marketing and economic development organization that fosters collaboration among public and private sector leaders throughout the 18 counties of Northeast Wisconsin, which is known as the New North. The mission of New North is to harness and promote the region's resources, talents and creativity for the purposes of sustaining and growing the regional economy.

- END -