

SUPPORTING CONCURRENT ENROLLMENT ENGLISH INSTRUCTORS

The Advance College Project
Indiana University Bloomington

NECESSARY CONDITIONS

- ▶ Budget that Permits
 - ▶ Training, travel, & materials stipend for approved CEP instructors
 - ▶ 3-5 day discipline and course-specific training
 - ▶ Requirement of retraining every X number of years
 - ▶ Liaison leadership of on-campus English faculty
 - ▶ Faculty oversight & follow-up
 - ▶ Annual all-day professional development workshops for continuing CEP instructors to address best practices, changes in course content/structure, issues that CEP instructors and/or program identify

QUALITY PREPARATION & OVERSIGHT


- ▶ Logistics
 - ▶ Instructor Application & Acceptance Process
 - ▶ Discipline-Specific Instructor Training
 - ▶ Faculty Site Visits
 - ▶ Annual Discipline-Specific Professional Development
 - ▶ Policies & Procedures That Meet or Exceed National Alliance of Concurrent Enrollment Partnerships (NACEP) Standards

FACULTY SITE VISITS

- ▶ Purpose
 - ▶ To ensure delivery and content of CEP courses as equivalent of on-campus instruction
- ▶ Assessing course delivery
 - ▶ Course syllabus, aims, & content
 - ▶ Student interest & involvement
 - ▶ Graded papers, activities, assignments, etc.
 - ▶ Depth & rigor of student work
 - ▶ Instructor's marking & grading
 - ▶ Instructor implementation

FACULTY SITE VISIT REPORT

Campus: IUB IUE IUK IUN IUS E-mail to ACP

 **INDIANA UNIVERSITY**
ADVANCE COLLEGE PROJECT
ACP SITE REPORT

ACP Instructor	<input style="width: 100%;" type="text"/>		
High School	<input style="width: 100%;" type="text"/>		
ACP Visitor	<input style="width: 95%;" type="text"/>	Course	<input style="width: 95%;" type="text"/>
Date of Visit	<input style="width: 95%;" type="text"/>	Date Report Submitted	<input style="width: 95%;" type="text"/>
Textbook(s) Used	<input style="width: 100%;" type="text"/>		

1. To what extent are the ACP syllabus, aims, and content representative of the on-campus course?

2. What are your impressions of student interest and involvement in the course?

3. Ask to see some papers, activities, or assignments generated thus far in the course. Are the depth and rigor equivalent to the on-campus course?

FACULTY SITE VISIT FOLLOW-UP

- ▶ After class observation
- ▶ Follow-up with instructors on site or by email/phone to discuss visit findings
- ▶ If areas of concern exist
 - ▶ Discuss areas of concern regarding rigor, grading, quality of content instruction, &/or alignment
 - ▶ Discuss solutions & recommendations
 - ▶ Set forth an improvement plan
 - ▶ Plan a return visit or retraining option

CURRICULUM STANDARD C3

C3 Standard	Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.
Intent	To afford the opportunity for collegial interaction between campus and CEP faculty and to observe course delivery, student discourse and rapport. The campus faculty representing the department associated with the course makes site visits to CEP sections providing discipline-specific verification of the course as the college/university course.



PROFESSIONAL DEVELOPMENT

- ▶ Provides opportunities to address
 - ▶ Best practices
 - ▶ Changes in course content/structure, textbook requirements, &/or prerequisites
 - ▶ Issues that CEP Instructors and/or program identify
- ▶ Encourages
 - ▶ Idea sharing between concurrent enrollment instructors & faculty liaisons
 - ▶ Engagement in the collegiate academic community

DISCIPLINE-SPECIFIC



INDIANA UNIVERSITY

ADVANCE COLLEGE PROJECT

English W131: Elementary Composition Review Seminar
October 7, 2011
Indiana Memorial Union - Georgian Room

- 8:30 – 9:00 AM - Sign-in & Continental Breakfast
- 9:00 – 9:20 - Welcome & Opening Remarks
Christine Farris, Professor of English, ACP Faculty Liaison
Mike Beam, Director of ACP
- Seminar Discussions & Activities
David Rosenwasser & Jill Stephen, Writing Analytically, 6th Ed.
- 9:20 – 9:40 - "Using the 6th edition of *Writing Analytically*"
- 9:40 – 10:40 - "Helping Students Read & Write in Depth"
-PowerPoint
- 10:40 – 10:55 - Break
- 10:55 – 11:55 - "Helping Students Read & Write in Depth" (con't)
-*WA* Moves Handout
- 11:55 – 1:15 PM - Lunch in the Tudor Room
- 1:15 – 3:00 - "How to Talk about What Makes Writing Good"
-Prompt Papers
- 3:00 – 3:15 - Wrap-up and submission of ACP forms

Have a Safe Journey Home



INDIANA UNIVERSITY

ADVANCE COLLEGE PROJECT

English L202: Literary Interpretation Review Seminar
February 10, 2012
Indiana Memorial Union – Frangipani Room

- 8:30 – 9:00 AM - Sign-in & Continental Breakfast
- 9:00 – 9:05 - Welcome & Opening Remarks
John Schilb, Professor of English, ACP Faculty Liaison
Mike Beam, Director of ACP
- 9:05 – 10:15 - Combining Close Reading with Genre Analysis
Short shorts to be handed out
- 10:15 – 10:30 - Break
- 10:30 – 12:00 PM - Moving Beyond Simple Moral Judgments about Characters & Habits of Mind with John Cheever's "Reunion"
- 12:00 – 1:15 - Lunch in the Tudor Room
- 1:15 – 2:15 - Panel: What's New in Literary Studies?
Denise Cruz, Assistant Professor, English and American Studies
Shannon Gayk, Associate Professor of English
Scott Herring, Associate Professor of English
- 2:15 – 2:30 - *Making Literature Matter, 5th edition*
New works for discussion

Have a Safe Journey Home

CEP INSTRUCTOR BREAKOUT SESSIONS



INDIANA UNIVERSITY

ADVANCE COLLEGE PROJECT

W131 Composition Review Seminar
October 11, 2010

- 8:30 - 9:00 a.m. - Continental Breakfast
- 9:00 - 9:30 a.m. - Welcome & Opening Remarks
Christine R. Farris, Director of Composition, ACP Faculty Liaison
Ted Leahey, Director of ACP
Deanna M. Jessup, Academic Specialist in English
- 9:30 - 9:45 a.m. - Break
- 9:45 - 10:25 a.m. - Breakout Sessions, Round 1
- 10:30 - 11:10 a.m. - Breakout Sessions, Round 2
- 11:15 - 11:55 p.m. - Breakout Sessions, Round 3
- Breakout Session Options:
- The Digital Classroom
Ted Baechtold (Eastern Greene) & Mary Beth Hannah-Hansen (Bloomington South)
Working with Moodle and other web-based collaboration and learning tools to enhance student reading, writing, & engagement
- Teaching Cyberspace Issues - Dogwood
Zach Potter (Horizon Christian), Deanna Jessup
Roundtable discussion on how to get the most out of the WRAC Cyberspace unit
- Implementing Writing Analytically in Classroom Discussion - Dogwood
Alice Mannix (Brown County) & Joy Volz (Hamilton Heights)
Demonstration and roundtable discussion on making WA strategies part of class discussion
- Launching the Analysis Paper - Dogwood
Lori Kizer, Mishawaka & Kathryn Jacobi, Our Lady of Providence
Roundtable discussion on strategies for starting the Final Analysis Paper
- Citation & Plagiarism Guidelines
Christine Farris & Ted Leahey
New MLA guidelines, (mis)using the web, and Turnitin.com
- 12:00 - 1:30 p.m. - Lunch in the Tudor Room. What will Ted be wearing when he jumps out of his retirement cake?
- 1:30 - 3:00 p.m. - Roundtable Discussion on the Impact of State Requirements (AP & Dual-Credit) and of ACP Curriculum in Other HS Courses
Christine Farris, Deanna Jessup, and Ted Leahey
- 3:00 p.m. - Wrap up & Collect Forms

ALTERNATIVE OPTIONS

- ▶ On-campus workshops
- ▶ Attending conferences
- ▶ Online conferences & workshops
- ▶ Author visits
- ▶ Extended site visits
- ▶ Other ideas for discussion?



FACULTY STANDARD F3

F3 Standard	The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation.
Intent	<ul style="list-style-type: none">• To provide annual opportunities for collegial interaction between CEP instructors and campus faculty.• Should course philosophy, curriculum, focus, or pedagogy change over time, to ensure CEP instructors have regular interaction with other faculty and become aware of changes in current trends in course delivery.• To engage high school faculty in the collegiate academic community.



Q & A

