

Four-Year Institution Best Practices

Indiana University- Public

Nebraska Wesleyan University-Private

University of Minnesota Duluth- Public

University of Southern Indiana- Public

The NACEP Standards

NACEP *Standards* are measurable criteria of CEP elements that are the basis of quality programs.

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NACEP Standard Categories

- Curriculum (C)
- Faculty (F)
- Students (S)
- Assessment (A)
- Program Evaluation (E)

Adopted April, 2002

Curriculum (CE Courses)

- C1: CE courses are cataloged with same number, title, credits and descriptions as university courses.
- C2: CE courses are recorded on official university academic record (transcript).
- C3: CE courses reflect same pedagogical, theoretical and philosophical orientation as on-campus courses.

Faculty (CEP Instructors)

- F1: Instructors meet the academic requirements
- F2: Instructors are provided with training and orientation
- F3: Interact with faculty liaisons

Students (CEP Students)

- S1: Students are officially registered
- S2: Students meet eligibility and prerequisite requirements
- S3: Students are provided with student guides

Assessment (CEP students)

- A1: Students are held to same achievement standards
- A2: CEP course sections are reviewed annually
- A3: Students are assessed using the same methods

Evaluation

- E1: Students are surveyed at end of course and one year after CE
- E2: Impact study conducted every 5 years
- E3: CE graduates surveyed four years out

Developing and Maintaining Positive Relationships with Internal Partners

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All 4 Institutions' CEPs Operate with University Faculty Oversight

- Departments appoint one on-campus faculty as the CEP coordinator/liaison to function as a link between the department, and the CE instructors to ensure course content, syllabi, texts and assessments are the same as being used in on-campus sections.
- Because of the time involved traveling for site visits, maintaining on-going communication and facilitation of annual professional development activities, these departmental coordinators/liaisons are compensated.

NWU -Wesleyan Honors Academy (WHA)

- Coordinators receive \$200/semester plus \$50/teacher for whom they are responsible.
- If compensation reaches \$2,400 (amount paid on-campus adjuncts) college authorizes hiring an adjunct , allowing a course release for the faculty coordinator.

IU- Advanced College Project (ACP)

- Previously paid % of base pay; new practice: liaisons paid \$500/semester (or \$40/teacher when group exceeds 20) plus \$500/day for workshops-covers application review and organizing the annual seminar
- Site visits paid on a sliding scale, depending on distance, with minimum pay \$100.

UMD- College In The Schools (CITS)

- Liaisons receive \$200 for each site visit.
- University vehicles are provided
- Extended travel time -at least one hour from UMD to the destination-is paid @ \$50/hour
- Stipend for new CITS teacher candidate review is \$200/candidate review
- Professional development workshop honorarium is \$100/hour

USI- College Achievement Program (CAP)

- Stipend- \$150 per visit plus use of university car or reimbursement of mileage, with odometer readings.
- Visits to potential instructors -\$75/visit.
- Professional development stipends-\$50 per hour or \$300 for sessions 6 hours or longer.

Materials Provided New Liaisons

- Overview of the CE program- courses, other university liaisons, etc.
- Flowchart of the CE instructor approval procedures, to show “big picture” *
- Liaison responsibilities*
- Suggestions for a successful site visit*
- Teacher Observation Form*

Make Expectations Clear – Examples from USI's CAP

- Visit each of your assigned instructors once during the academic school year to observe his/her CE classroom.
- Following the visit, complete a report addressing the information found in the Teacher Observation Form.



Clear Expectations

Examples from USI's CAP

- Provide a copy of this report to the Ce instructor visited and discuss report with him/her.
- Submit visitation reports to the CAP office by early May so stipends are paid from the current fiscal year. Include a course syllabus from the instructor visited, as well as one on-campus course syllabus for the current academic year.

Clear Expectations

Examples from USI's CAP

- Provide the CE instructors with telephone and/or email support, as needed.
- Communicate information about your CE instructors/courses with your department and the CAP office
- Review potential courses/instructors when sent CE in instructor application materials and follow-up with CAP office.

Clear Expectations

Examples from USI's CAP

- Facilitate an annual professional development activity for your respective CE instructors at least once a year (usually face-to-face summer workshops) to be sure all syllabi, course materials and evaluation tools are the same as on-campus course.

Provide Support and Resources to Liaisons- Examples from USI's CAP

- Assist in scheduling site visits and arranging for use of university vehicle
- Offer program-specific nametags
- Provide beginning of semester reports documenting current CE courses, instructors and number of students.
- Accept suggestions for “wish-list” –items purchased for CE instructors, if budget allows.

Provide Support and Resources to Liaisons- Examples from USI's CAP

- Host annual fall luncheon for liaisons- usually right after the NACEP conference
- Provide annual agreement contracts* with expected duties (sign & return at luncheon!)
- Facilitate evaluation process to provide feedback from their workshops for CE instructors
- Periodically, send thank you letters for “time served” to support attainment of tenure and/or promotion

Teacher Eligibility & Professional Development

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(WHA)

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The NACEP Standard for CEP Instructors

Instructors teaching college or university courses through the CEP meet the academic requirements for faculty and instructors teaching in post-secondary institutions as stipulated by the respective academic departments.

Wesleyan Honors Academy Instructors Must Have

A master's degree in the content area of the CEP course section he/she wishes to teach.

or

If a master's degree in another field, 18 cr. hrs. of courses at the master's level in the content area of the CEP course

Additional Criteria

- The degree has to be Mathematics and not Math Education to teach in Math
- It has to be in History and not Social Science Education to teach in History
- To teach calculus, the degree has to be in Mathematics and include specific courses

Variations Among Panel Members

- One program prefers, but does not require a master's degree. Instructors can also qualify based on M.A. courses taken.
- In another case, no department requires a master's degree but specific courses instead.
- The bottom line is that the approval process for CEP instructors has to match the requirements for on-campus adjuncts.

In All Our Programs

- The academic departments are involved in the appointment process.
- When a CEP instructor is approved, he/she becomes an adjunct instructor at the college/ university offering the CEP
- A new CEP instructor attends an orientation workshop
- Site visits to the high school classroom are made by departmental coordinators.

Purpose of Site Visits

- Partly collegial to become acquainted and observe the new CEP instructor in the classroom
- Partly a follow-up to orientation workshop to discuss
 - Discipline-specific requirements
 - College and department assessment expectations
 - Course materials

Building Collegial Relationships

- CEP Instructors for Wesleyan Honors Academy receive
 - A college ID
 - Provides access to campus functions
 - Provides access to NWU library and all libraries in the state
 - A computer ID and password
 - Provides remote access to 50 on-line services provided through our library to all on-campus students and faculty including



Facilitating Professional Development

All of the programs represented on our panel promote professional development opportunities for our CEP instructors though

- On-campus discipline-specific seminars hosted by various departments
- Access to on-campus campus-wide forum programs
- Site visits by departmental faculty or departmental coordinators

Wesleyan Honors Academy (WHA)

- Uses site visits by departmental coordinators for both collegiality and professional development.
 - It provides a developing relationship and contact with the on-campus department
 - It also provides an opportunity to discuss new developments in the field
- In the second year of our program we also implemented a new opportunity for professional development for our teachers.
 - We sought a way to help teachers afford professional development opportunities at a time that school funds were diminishing
 - We named it the Curricular Development Fund

Wesleyan Honors Academy Curricular Development Fund

A percentage of the tuition paid is diverted into the Curricular Development Fund. That money is reallocated to each teacher's fund on the basis of enrollments. Each teacher's fund is carried over year to year to allow an accumulation to purchase more expensive items or spend on more expensive professional development opportunities.

Credit Hours	Monies
3 – 49	\$250
50 – 99	\$300
100-149	\$350
150-199	\$400
200-249	\$450
250+	\$500

How Teachers Have Used this Fund

- Discipline-Specific Professional Conferences
 - We have encouraged our teachers to attend regional and national conferences
- Supplemental Texts and Classroom Resources
 - Documentary Readers
 - New Editions of Texts
 - Reference Works
- Equipment
 - Microscopes
 - Graphing Calculators
 - Various Laboratory Equipment
- Laptop Computers

Student Eligibility, Admission & Registration

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Advance College Project
(ACP)

Indiana University



Student Qualifying Criteria

ACP – All*	CAP – All	CITS – All	WHA – All
<ul style="list-style-type: none"> • Top half of class • 2.5 GPA or higher • SAT \geq 500 & 500 (or 21 ACT Composite) 	<ul style="list-style-type: none"> • 2.5 GPA or higher <p>English*</p> <ul style="list-style-type: none"> • Top half of class • SAT \geq 450 CR (or 19 ACT Reading) • SAT \geq 450 WR (or 19 ACT Combined English/Writing) <p>Math</p> <ul style="list-style-type: none"> • Accuplacer exam 	<ul style="list-style-type: none"> • 3.0 GPA or higher 	<ul style="list-style-type: none"> • 3.0 GPA or higher
<p>*Must meet at least 2 of 3 criteria</p>	<p>*Must meet at least 2 of 3 criteria</p>		

Tuition

ACP	CAP	CITS	WHA
<ul style="list-style-type: none">•\$86.65/credit hour•Student pays•Free to FRL	<ul style="list-style-type: none">•\$80/credit hour•Student pays•Free to FRL	<ul style="list-style-type: none">•\$90/course•School district pays* <p>*In two school districts charge is per course rather than per student</p>	<ul style="list-style-type: none">•\$75/credit hour•Student pays•Free to FRL

ACP Students (IU)

Not guaranteed admission to IU.

Fine print on the back of student application:

This application is to be used for students who are seeking to enroll concurrently at Indiana University as special non-degree students while completing their high school diploma. Admission to the ACP Program does not guarantee admission to IU as a regular degree-seeking student. This application is not valid unless signed by the student, parent/guardian, guidance counselor, and ACP teacher (or a teacher of record in the content area who can validate the student's ability to complete the college-level course work successfully). Students intending to enter into a degree program at Indiana University must complete the basic *Indiana University Application for Freshman Admission* and file supporting academic credentials.

To emphasize that ACP students are not admitted IU students:

- No student ID
- No student email account
- No library access
- No access as IU student to any university event

CAP Students (USI)

Students have user names and PIN to access myUSI, a campus portal, but must complete a regular application for admission before enrolling as a degree-seeking student. myUSI offers:

- email account
- access to library databases and resources
- access to grades
- transcript requests
- campus information

CITS Students (UMD)

Students have UMD

- ID card
- email account
- library privileges
- E-portfolio account with 4 gigabytes of storage

WHA Students (NWU)

Students have NWU

- ID card
- email account
- library privileges
- online access to grades
- computer account
- access to fine arts productions & athletic events

Registration

ACP	CAP	CITS	WHA
<ul style="list-style-type: none"> • HS counselors distribute applications in spring • Students return signed applications to school in fall • School sends applications to ACP • ACP confirms students with instructors 	<ul style="list-style-type: none"> • Mid-September, students return signed application to high school • School sends applications and official transcripts to CAP • CAP registers students and sends rosters to instructors • Families are billed directly for tuition by bursar 	<ul style="list-style-type: none"> • HS submits class rosters in spring to UMD • Students are entered by Registrar as CITS students • Rosters are revised in fall • Can drop until UMD week 8 	<ul style="list-style-type: none"> • Mid-September, HS instructors distribute applications to potential students • Students submit forms & payment to NWU

Developing and Maintaining Positive Relationships with External Partners

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High School Administrators

- Main contact for program director
- Regular contact via e-mail and letters
- Annual/Bi-Annual School visits by program director
- Recommend new teachers seeking approval to participate in the program

High School Teachers

- Integral component of the programs
- Maintain regular contact
- Campus visits with students
- Submit course syllabi yearly

High School Teachers

continued

- New teacher orientation
- Professional development/workshops
- Participate in site visits by university liaison
- Determine accuracy of class rosters

High School Counselors and Executive Assistants

- Provide student information for registration
- Submit class rosters for initial registration
- Verify accuracy of class rosters
- Complete and submit student petitions
- Provide program communication on university deadlines and procedures

High School Coordinators

- Collaborate with teachers and counselors to ensure integrity of the program
- Contact person for program director
- Communicate with high school administrators as needed
- Assist teachers with student issues

Best Practices with Partners

- Constant communication
- Collaborate to enhance programs
- Respect and support high school partners
- Conduct workshops during the academic year for teachers to learn from their liaison and one another

Best Practices

continued

- Conduct informational sessions for potential school partners
- Assist high schools financially when feasible
- Provide training for new teachers
- Positive relationships build successful partnerships

Four-Year Institution Best Practices

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