



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

HOW TO TRULY SUPPORT CONCURRENT ENROLLMENT INSTRUCTORS

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NECESSARY CEP CONDITIONS

- **Budget & Oversight that Permits**
 - Training, travel, & materials for approved CEP instructors
 - Faculty liaison leadership of discipline & course-specific training
 - Recommended retraining every X number of years
 - Faculty oversight & follow-up
 - Annual professional development workshops for continuing CEP instructors

FACULTY STANDARD F2

F2 Standard

The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.

F2 Intent

- To confirm instructors receive course-specific training in course philosophy, curriculum, delivery, and assessment to prepare them to offer the course.
- To confirm new CEP instructors are provided orientation regarding CEP administrative policies and procedures.

F2: PREPARING NEW INSTRUCTORS

- **Aims**
 - **Ensure quality & rigor consistent with on-campus course**
 - **Give new CEP instructors sense of expectations, readiness, & ownership**
 - **Familiarize new CEP instructors with course structure, assignments, textbook requirements, etc.**
 - **Encourage camaraderie & idea sharing between CEP instructors**

F2: NEWLY APPROVED INSTRUCTORS

- **Required to Attend**
 - **Course-specific training facilitated by the faculty liaison**
 - Course & content overview
 - **Administrative overview facilitated by CEP**
 - Administrative responsibilities & procedures

ACP F2 EXAMPLE: ENGLISH

- **Preparatory materials; Difference between high school & college writing (college composition, not college prep)**
- **Rationale for required textbooks & standard syllabus**
- **Day-by-day work with common sequence of academic moves & assignments**

ACP F2 EXAMPLE: ENGLISH

- **Work directly with inquiry & materials for several reading/writing unit options (e.g. right to privacy, obesity, obedience to authority)**
- **Group work & written response to actual assignments; comment & grade papers**
- **Collaborative & individual work to select units & construct syllabi**

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.

F3 Intent

- 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.

F3: ON-GOING PROFESSIONAL DEVELOPMENT

- **Aims**
 - **Provides opportunities to address:**
 - Best practices
 - Changes in course content/structure, textbooks requirements, &/or prerequisites
 - Issues that CEP instructors &/or program identify
 - **Encourages**
 - Idea sharing between CEP instructors & faculty liaisons
 - Engagement in the collegiate academic community

F3: VETERAN INSTRUCTORS

- **Information Sharing**
 - Engage in discussions regarding new research in their field
 - Learn & share pedagogical practices
 - Discuss assessment data from their discipline/course
 - Learn from guest speakers & experts in the field
 - Propose & plan changes to discipline/course
 - Calibrating of grading
 - Sharing of innovative teaching & research practices in field

ACP F3 EXAMPLE: ENGLISH

- **Author visits: Primary textbook authors led interactive workshop on “Helping Students Read & Write In-Depth” & “How to Talk about What Makes Writing Good”**
- **Faculty liaison led workshop to discuss changes in final assignment of course**
- **Faculty site visits revealed instructional difficulty with particular assignment, spurring collaborative review day & open discussion**

ACP F3 EXAMPLE: ENGLISH

- Faculty liaison led open discussion on “Working with & Ranking Poems” to better assist students with choosing texts that give a paper work to do
- On-campus faculty sharing lessons learned & “What’s New in Literary Studies
- Faculty site visits revealed instructional difficulty in moving students beyond simple moral judgements about characters & habits of mind

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.

C3 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.

C3: FACULTY SITE VISITS

- **Ideal Site Visits Should Describe**
 - CEP syllabus, aims, & content
 - Student interest & involvement
 - Instructor implementation
 - Graded papers, activities, assignments, etc.
 - Recommendations for moving forward

C3: FEEDBACK & FOLLOW-UP

- **After Visit**
 - Follow-up with instructor on site or by email/phone
- **What If Issues Exist?**
 - Discuss concerns
 - Discuss solutions & recommendations
 - Improvement plan
 - Return visit or retraining option

FACULTY SITE VISITS AS F3

- **Meets Standard F3**
 - Occur annually
 - Documented interaction (separate from site visit)
 - Agenda, handouts, notes, etc.
 - Content expands instructor's knowledge in discipline
- **Does not meet Standard F3**
 - Observation of course delivery & brief reflection/follow-up

QUESTIONS

