

Memorandum

To: Glynis Ridley, Chair of Department of English

CC: Brenda Brueggemann, Director of Composition;

Jeanne Guerrero, Director of Dual Credit

From: Steve Smith, Dual Credit Coordinator in English

Date: August 19, 2015

Re: Dual Credit Report, 2014-15

Introduction

The Dual Credit Program in English partnered with seven schools during the academic year, 2014-15, and while adding new schools to the program continues to be a challenge, the program shows signs of small growth in individual schools, like Male H.S., which added a section of English 101 in the fall and a section of English 102 in the spring. In the coming year, Louisville Butler H.S. is adding another section of English 101 this fall semester, as well, and probably a second section of English 102 in the spring of 2016.

One new development this past year was the University joined the National Association of Current Enrollment Programs (NACEP), which is the only national organization that provides support for affiliated dual credit universities and colleges through workshops, listervs, online colloquiums, and an annual conference in its efforts to make the dual enrollment experience as robust as possible for all parties involved, especially students. During the fall of 2016, the NACEP conference will take place in Louisville, Kentucky.

Personnel changes were minimal. Dr. Rick Walts replaced Kathryn Green at Butler, and Laura McGray, a former high school teacher and adjunct professor at Elizabethtown Community College, taught her first dual credit class for us at Ft. Knox.

Participating Schools and Teachers, 2014-15

Below are brief narratives of the schools and teachers who taught English Dual Credit this past year. More detailed statistics are available in the Appendix (attached).

Bullitt Central High School

This marked Bullitt Central's third year in the DC program. Melissa Williams Beatty, a full-time high school teacher, taught one section of English 101. Ms. Beatty continued to do a great job this year. The only mishap, which was not her fault, involved a student whose entrance requirements did not qualify them for admission to the program but whose score did allow for the student to submit a writing sample for my review. Upon

my review of the sample, I discovered that one of the papers was plagiarized word for word from an online source. Because of the student's already borderline admission status, the student was denied admission. I shared the evidence of the plagiarism with Ms. Williams, who understood and agreed with the decision.

Unfortunately, Bullitt Central may not partner with us this year. Ms. Beatty wrote to me this past Friday to let me know that Morehead State was offering English 101 and English 102 (100 and 200 in their course catalog). Furthermore, Morehead State is allowing students to take the courses for free, according to Ms. Beatty. She seemed doubtful that our English 101 was going to attract enough students to make a class.

Ft. Campbell High School

This was the third year we have offered a dual credit course at Ft. Campbell. The classes continue to be extremely small (three students per section) and meet after school twice a week. Dr. Bonnie Karrigan has taught the class the last three semesters and plans to teach again this coming spring.

Ft. Knox High School

Laura McGray taught English 101 in the spring semester to a slightly larger class of eight students. The semester got off to a rocky start because Ms. McGray had surgery over winter break and developed post-operative complications. I made myself available to the students via email and fielded some of their questions, and Ms. McGray taught the class until the end of May to make up for the missed class time.

English 101 is scheduled to be taught at Ft. Knox again this coming spring, but Ms. McGray may not be able to teach the class because she returned to high school teaching in Elizabethtown full-time and will only be able to teach if Ft. Knox is willing to start class at 4 p.m. In the meantime, we will be looking for someone to teach the course. Hollye Wright has expressed interest in teaching this class.

Louisville Butler High School

Dr. Rick Walts is a part-time lecturer in the Composition Program and taught one section of English 101 in the fall and one section of English 102 in the spring. Dr. Walts does consulting work in the business sector but is an exemplary composition instructor, and will be teaching the courses at Butler again this year. This is an excerpt from my observation report of his teaching:

The class is a composition course in every measure with students involved in the composing process through their interview questions, through their give and take between each other and with him, and through the ongoing process that it was clear to see from Rick's conducting of class business and from his introduction of the portfolio guidelines that students would soon be using to compile their portfolios.

Dr. Walts' observation report is available upon request.

Louisville Central High School

Jonathan Baize taught DC English 101 for the third year. He is also in the College of Education's doctoral program for secondary education curriculum. In thirty-nine years as an English educator, I can say with complete confidence that I have not known a better writing teacher. We continue to be fortunate to have him teaching in the program this year.

Louisville Male High School

Kristin Vukmanic taught one section each of English 101 and 102. If we handed out awards, Ms. Vukmanic would get the award every year for best DC Communicator. She has an open door policy and invited me in to give guest lectures to all three of her classes in the fall of 2014 and again this spring. I think she would make an excellent on-campus adjunct instructor if she ever decided to go that route. Ms. Vukmanic will teach three sections of English 101 this fall and three sections of English 102 in the spring.

Louisville Manual High School

Thayne Bruszewski is another excellent colleague and communicator who has taught in the program for four years. This past year she taught two sections of English 101 and is slated to teach two more this year. Ms. Bruszewski always invites me to visit her classes early in the year, which I welcome because it gets me back into the Dual Credit and high school rhythm. If I could have one wish granted it would be for all the DC teachers to communicate with me on a regular basis like Ms. Bruszewski and Ms. Vukmanic, but I realize that every high school presents a different situation and set of challenges for our DC instructors.

DuPont Manual is the only school where we have two instructors. Amy Ritchie taught English 202, Introduction to Creative Writing, for her third year. Her first year she only had one student in DC 202 because she did not find out she was teaching the class until it was too late to recruit for it. This past year she began with close to twenty students, but almost a dozen of them were freshmen and sophomores, which we have never allowed to take DC English courses. After the younger students were removed, she still had eight students. Hopefully, those students who had to drop the course will sign up this year when they are juniors.

At the end of the academic year in May, Ms. Ritchie was not certain she would be teaching the course this year, and she has not returned my welcome back email. Hopefully, she will be teaching the class again this year.

Outlook for the 2015-2016 School Year

Overall, for 2015-16, we will have one less school if Bullitt Central does not have enough students register, but our overall numbers should remain close to the same or maybe increase slightly because of the extra sections that will be added at Butler. We continue

to have a strong, experienced cadre of instructors, all of whom are high school teachers except for Dr. Walts and Dr. Karrigan.

Recommendations

After finishing my third year as coordinator, I could say that the work has become very routine, but that would not be true. At least every semester, often every month, a question or problem arises that has not been encountered before. For example, just this morning, the counselor at Butler H.S. emailed to ask about this year's seniors who earned a score high enough (3, 4, or 5) on the A.P. Language exam back in May to earn credit for English 101: If they still signed up for Dual Credit English 101 this fall, would they receive credit for a general elective if they passed DC 101? I had to tell Ms. Walker that to the best of my knowledge I did not think a student could receive what would amount to double the credit for the same course. I believe she was struggling to place those successful A.P. students somewhere in the master schedule, so I told her that we have had blended classes at other schools where some of the students were sitting for college credit (a couple of days a week) and some were not. Hopefully, by this time tomorrow or the end of the week, I will be able to answer her question with more confidence.

I imagine new problems, small in scope but large in specific contexts, will continue to occur in the program because there is no way to anticipate them. Nevertheless, I have recommendations for the coming year and beyond.

- Introduce all DC instructors to the new SLOS for English 101 and 102. Follow up with them on the new SLOs throughout the year.
- While we already have some teachers who have been incorporating digital media into their composition assignments, expect all teachers to create at least one digital media assignment for the coming year.
- Also stress the new SLO language on student ownership, which I am confident the teachers will embrace.
- Become active in the discourses offered by our membership in NACEP and highlight our membership to attract more partner high schools.
- Encourage and invite more faculty members to make visits and give guest lectures in DC classes. This is something that I think could have profound effects for students and for our teachers. I would love to coordinate as many visits as is feasible.
- Find some way(s) to recognize our high school teachers for the excellent work they do for the university because they are teaching an extra prep with no reward except their love of teaching composition and desire to bring the opportunity to take a college course to their students. This does not have to be major recognition. It could be as simple as including them on the department's webpage with PTLs and GTAs. Would this be possible?
- With the permission of the English Department and Admissions, continue to look for new high schools with which to partner.

Appendix

Dual Credit in English Program Enrollment and Credit Earned, 2014-15

School	Course	Number of Sections	Students Enrolled	Students Who Earned Credit
<i>Bullitt Central</i>	101 (year-long)	1	19	19
<i>Ft. Campbell</i>	101	2	6	6
<i>Ft. Knox</i>	101	1	8	8
<i>Louisville Butler</i>	101	1	25	25
<i>Louisville Butler</i>	102	1	24	24
<i>Louisville Central</i>	101 (year-long)	1	22	17
<i>Louisville Male</i>	101	3	57	57
<i>Louisville Male</i>	102	3	57	57
<i>Louisville duPont Manual</i>	101 (year-long)	2	34	31
<i>Louisville duPont Manual</i>	202 (year-long)	1	8	8
Totals		16	260	252