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English 977

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Prospectus

Context

In the summer of 2015 when my high school principal assigned dual credit courses to me, I was ecstatic. It had been my goal for years to teach upper-level courses like dual credit. Soon afterwards, that excitement changed to anxiety as I filled out paperwork, set up meetings, requested textbooks, created a syllabus that included a weekly calendar for the entire semester. I realized that dual credit was a beast of a course, and that there was a lot of planning that I needed to do so that my students would succeed.

Thankfully, the partner college had a wonderful dual credit liaison. At our first meeting, she presented me with two three-ring binders (one for each course). Inside, she had copied every activity, paper assignment, paper models, and rubrics for each assigned paper. I wanted to cry at her thoughtfulness; this was going to save me so much time, stress, and anxiety. I knew that I would adapt some of the materials to fit my teaching ideologies and styles, but at least I had a starting point.

In addition, all the files were on a flash drive that I could keep. She gave me free copies of the required textbooks (the common reader as well as the MLA handbook) and gave me the name of someone to contact for sample syllabi and pacing guides. We traded contact information and had a rather in-depth Q&A session as we went over policies, paper

requirements, and the college's expectations. By the time I left the dual credit liaison, I knew I had someone I could turn to as I navigated the new territory of dual credit, English 101, and English 102. I was lucky, I was prepared, and I had a strong foundation upon which to plan my new school year.

The year went well because of all the preplanning the dual credit liaison had done. She made that first year manageable. Yes, there were ups and downs (so much paperwork to navigate!), but I never doubted that I was teaching my students the learning outcomes, presenting the college's materials in a way that would satisfy anyone who might come looking, or that I was grading in the way expected of me. If I had a question, I could reach out without apprehension to the dual credit liaison, who was always helpful and supportive. The year was a success.

Unfortunately, the second year of dual credit teaching was not the same. The partner college could no longer afford to have so many dual credit students for financial reasons. We went with another institution for the 2016-2017 school year, and my experience was completely different. No one met with me or walked me through the process, offered me materials, gave me suggestions, or assisted me in any way. I was sent a handbook on how to design the syllabus, but that was it. I had to repeatedly request textbooks, access to materials, and for an outline of department policies for the various papers. Each time I reached out, the responses were delayed, and I began to feel unimportant as a dual credit instructor. I felt like I was treading water the entire semester because I did not have any support I could rely on from the institution. If it had not been for the previous year, I doubt I would have been as successful teaching the materials to my students. While not every paper was the same from the first institution to my new one, there

was enough overlap that I was not completely without resources, but that year was a struggle. I was alone, a nuisance to those at the institution, and completely unsupported.

While the requirements for dual credit English did not match between my first institution and my second, there was enough of an overlap that I was able to use many of the materials from my first dual credit teaching experience. I adapted everything to fit my new institution, and I had to create many new materials for the rest of the assignments. I looked to the book and the chapters within it to guide me. This is not abnormal for teachers, but after my previous experience, I was endlessly frustrated and stressed. What if I interpreted the papers differently from what the college expected? I had no way of knowing if I was on the right track or not, but I persevered using resources at my disposal and the teaching skills I had accumulated over the years. I cannot know if the assignments I created from scratch were in alignment with the college's expectations, but I am satisfied with the content I taught that year. My students were challenged, they learned valuable writing skills, and they were prepared for academic writing as they left for college. Despite this positive, a lot of anxiety, stress, and frustration could have been avoided if my second institution had provided me with a stronger foundation.

Question

After my experiences with dual credit, I realized that there was a real need for research in how to prepare high school teachers to teach college material. All teachers need preparation for the courses they will teach, and dual credit is no exception. I experienced two very different approaches, and my main goal was to ensure that no one else was thrown into the deep end without any support. I know that I cannot be alone in how I was treated by the second institution. There are likely more teachers floundering without institutional support in Kentucky,

and this is unacceptable to me. Dual credit teachers should have institutional support as they navigate the different and challenging content dual credit courses present.

Now that I am a part-time employee at West Kentucky Community and Technical College (WKCTC), I have access to yet another institution with dual credit resources. As a way to help me finish my capstone project, WKCTC has given me the unofficial title of dual credit liaison so that I can interact with the dual credit instructors at WKCTC. While I am not getting paid to do this job, I am uniquely placed to research a topic about which I am passionate. I can ascertain professional needs, areas of support, and ways to promote consistency as I work with these dual credit instructors. As someone who has experienced both positive and negative interactions with colleges, I am confident that I can research dual credit practices and help WKCTC's dual credit program as well.

To that end, my research question is: How can colleges (specifically WKCTC) support dual credit English instructors to promote quality instruction, consistency across all dual credit English sections, and student learning?

Purpose

The purpose of this project is to explore the research and the standards involved in dual credit to find a solid approach for dual credit instructors so that all students have quality learning. Dual credit courses are increasing in demand (WKCTC worked with five dual credit English classrooms during the 2017-2018 school year, but now partners with eight dual credit English classrooms for the 2018-2019 school year), and I want to promote success for dual credit instructors and students. I do not want a new dual credit instructor or an instructor new to a specific college to come into dual credit (English 101/102) without the support and tools

necessary to navigate dual credit courses successfully. Dual credit courses are different at each institution, and because of this, someone who taught through one college will still need support from the new college. Even experienced instructors will need routine contact and development as textbooks, policies, assignments, or other requirements are updated.

I hope to research the best methods that will allow for a standardized approach of sharing materials with dual credit instructors that will allow for their own teaching ideologies and the college content to be taken into account. This will likely involve professional development meetings to share policies, updates to previous policies, updated content, assignments, samples, activities, rubrics, and Blackboard shells.

Ideally, I would love to see a program developed that creates a partnership between the dual credit instructor and the college where samples are provided but instructors are allowed leeway to adapt materials to fit their teaching styles. All teachers have different techniques and styles to bring to the teaching table. While I hope to find a “best practice” for dual credit English instructors, I do not want to box instructors into a one size fits all approach. I want to provide the starting point and an abundance of resources for teachers.

It is unrealistic to think that teachers will not alter the materials, and as long as the core beliefs and requirements of the English department are met, different approaches should be used. Teachers should feel free to supplement the predesigned materials that are provided to them. However, the goal is to research best practices for providing professional development to dual credit instructor as well as develop methods that will create consistency across the dual credit courses without limiting instructors. To achieve that, I anticipate routine meetings, observations, trainings, and material sharing as vital to the partnership between instructor and college.

Phase One: Gathering and Sharing Materials

This project will have two distinct parts to it. First, the project will involve compiling all materials necessary to teach English 101 and 102 at WKCTC. This will involve collecting all assignments, rubrics, model papers, and mini activities done throughout a semester. Most instructors use common assessments and rubrics, which may be collected quite easily. If there are variants of the same major paper assignment or rubric (and there probably are as teachers enjoy a degree of autonomy in the classroom), these can be included to demonstrate to the dual credit teachers that they have some control over their own classrooms. However, it is unrealistic to find every single activity each professor at WKCTC does for the initial stage as many will likely overlap. A sampling of these mini activities will be collected, and these materials will be noted as samples. Dual credit instructors will be encouraged to use any supplemental materials they find beneficial to their students. Materials will be compiled in hard copy form, likely in two distinct binders (one for each course) to be stored with the English Department Head, Kimberly Russell, at the project's completion.

The next step would be to digitize these materials. Most should already be in digital form, but it may be necessary to scan or retype certain documents. Once all components are in digital format, they will be organized into appropriate folders electronically. These categories would include classroom basics and a folder for each type of paper taught per course. These digital files would then be shared to dual credit faculty members in a professional development training in July of 2019.

While the exact method of transmitting this information is not yet set in stone, it may be a flashdrive or CD per instructor. It could also be shared via OneDrive through the WKCTC email

provider. Alternately, if a free wiki service could be found, a private wiki could be set up for WKCTC dual credit faculty members to access. The latter would involve routine maintenance and may not be feasible financially. It may also create a need for a technology training session, which is likely to overwhelm instructors. If teachers do not feel comfortable accessing an online wiki due to a lack of training, they may not use the compiled documents, which will undermine the efforts of this project.

Because of this concern, the best and most cost effective method of transmitting data may involve creating a BlackBoard shell with all of the necessary materials for all dual instructors. While it could be advantageous to share these materials in hardcopy form, that method would involve not only printing the documents, but organizing them using label pages and possibly placing them into three-ring binders, which could be quite costly and time consuming. Copying the materials to a flashdrive, CD, BlackBoard shell, or online wiki would be a much better use of time and funds, and sharing in this way would assist with accessibility issues. These materials will be found in the appendix of the completed prospectus submission.

Phase Two: Dual Credit Instructor Professional Development

The second part of this project will take the form of a professional development plan. Organizing documents and distributing them is an important goal, but training teachers to teach dual credit courses is the ultimate goal. A foundation of documents is necessary to this, but more importantly, the dual credit instructors at WKCTC should attend a professional development training day each year, much like all teachers undergo routine trainings and updates to policies on a yearly basis.

Ultimately, the professional development plan will be the final goal for this project. The goal will detail the changes in policies from last school year to the new one, explore what it means to teach dual credit, the basic policies of dual credit, the course policies for English 101 and 102, the grading procedures, a discussion of the school year's One Campus One Read common novel, how to integrate the novel into the curriculum, learning outcomes for each course, time to review the digital files provided (as explained in part one of this project), and time to set up their Blackboard shells. This part of the plan will be quite detailed as the goal is to prepare teachers for their upcoming dual credit instruction. The professional development plan will take place in late July with a possibility of a makeup session if necessary in early August. A follow up session will be planned for approximately six-eight weeks after the initial training. A second professional development may be required in the spring.

Literature Review

A) What is dual credit?

According to Kristine Hansen, dual credit courses “originat[ed] in the 1970s” and that “The newest and perhaps the fastest growing brand in the composition marketplace is the concurrent enrollment (CE) course, in which high school students can earn both high school and postsecondary credits for the same course” (“Composition Marketplace” 25). Essentially, high school students can enroll in a college course at their high schools and receive credit concurrently at both locations. Dual credit courses are “typically offered in a high school and taught by a high school teacher who has been appointed by the college sponsoring the course, students complete both high school graduation requirements and the FYW [First Year Writing] requirement in one and the same course” (Hansen et al., “CWPA” 1). Because students must

complete both the high school and the college requirements, this type of learning can be quite rigorous. In fact, Hansen explains that these CE courses, sometimes referred to as dual credit courses are designed to “challenge high school students who would be bored with the regular high school curriculum and are ready to begin college work” (“Composition Marketplace” 25). When I taught high school, dual credit courses were often seen as the honors classes. The academically driven students were encouraged to take these courses as they were prime candidates for the more rigorous coursework.

B) What Makes Dual Credit Unique?

Dual credit creates a rather interesting dynamic for the high school classroom. The instructor, who is typically a high school teacher, is employed by a college institution to teach a college level class to high school students, who, in turn, are treated as both high school and college students. The duality of dual credit courses presents contradictory scenarios for both instructor and student. How does a teacher distinguish grading practices for the college level courses when confined by the high school requirements? How do high school students acclimate to college standards when they have not had a true first year college experience? How does the instructor teach a rigorous college level class within the confines of a public high school? There are many ideas to juggle without clear answers. The very nature of dual credit requires that high school students be treated as college students, and this expectation, while valid and necessary, does create a tension of opposites, which necessitates a shift in student and teacher focus for the dual credit classroom to succeed. The courses may be taught at a high school, but they are so much more than an accelerated course of study.

C) Dual Credit's Popularity

Dual credit for high school students that is only growing in popularity. Dual credit has “grown enormously in the last 20 years, with student enrollments now outpacing those in AP courses” (Hansen et al., “CWPA” 1). For example, “during the 2002-3 school year there were about 1.2 million enrollments in CE courses from students in 11,700 public high schools” (Hansen, “Composition Marketplace” 25). These numbers have only grown since 2002. A mere eleven years later, “At the 2013 National Alliance of Concurrent Enrollment Partnerships conference, Sandra Gonzalez reported that 1.4 million high school students nationwide were enrolled in college courses” (as qtd. in Hansen et al., “How Do Dual” 57). While 2013’s 1.4 million may not seem much larger than 2002’s 1.2 million, that increase represents over 16% increase in enrollment. That 16% increase represents an additional two hundred thousand students. The number is likely greater in 2018.

Aside from the number of students enrolled in dual credit courses, institutions offering dual credit programs have also grown in recent years. According to the National Alliance of Concurrent Enrollment Partnerships (NACEP), “64% of postsecondary institutions with dual enrollment programs offered courses at high school campuses in 2010-12; only 55% did so in 2002-03” (“Concurrent” para. 4). A ten year period saw an increase of approximately 16%. This number incidentally matches the increase seen with students enrolling in dual credit programs. The growth of the programs and the students taking them are increasing equally as the demand increases.

According to an article by Hansen et al., “In 2010, the National Center for Education Statistics reported that DC/CE courses were being offered by 98% of public two-year institutions, 84% of public four-year institutions, and 49% of private four-year institutions,”

demonstrating a significant growth (as qtd. in Hansen et al., “How Do Dual” 57). Looking at percentages alone, the number of schools with these programs is vast. If almost all two-year institutions and public four-year institutions have these programs, that alone speaks to the popularity of dual enrollment programs across the country. These statistics coupled with the significant increase in student enrollment demonstrate why dual credit requires more research.

D) Dual Credit Benefits

Many students choose to enroll in dual credit during high school for the financial benefits. Brian An explains that “Dual enrollment provides students with an inexpensive way for them to take college courses and earn college credits while in high school” because colleges do not charge full tuition to high school student who are concurrently enrolled at their institutions (57). Tuition rates are not as high for high school students enrolling in college courses, and this provides a clear incentive to take courses while in high school. College courses are expensive, and dual credit offers a solution to many with tight financial budgets and lofty goals.

Perhaps the most important benefit of dual credit is that these courses offer a unique opportunity to help prepare students for college. An notes that “approximately 56% of high school graduates are highly qualified for admission at a 4-year institution”, leaving 44% of graduates as unprepared (58). “Highly qualified” in this sense refers to a student’s ability to succeed at the college level and not in reference to ACT scores or other college requirements. One way that dual credit assists with these statistics is by serving as “a means to prepare students for the rigors of college coursework” (as qtd. in An 58). Dual credit courses are college courses at the high school level, which allows students to get a taste of the demands college presents in small doses. An explains that “proponents of dual enrollment note several benefits of these

programs for students, chief among them are preparation for college coursework and degree attainment” and, “studies show that dual enrollees are more likely to graduate from high school and earn high grades in college than non-dual enrollees” (An 57-58). The benefits of dual credit are clearly impactful. Dual credit prepares students for the challenges they will face at the college level and increase their chances of graduation high school and earning good grades in college.

In addition to helping students graduate high school and earn good grades in college, dual credit helps with college graduation. After completing a research study over dual credit enrollment and success rates, An found that “dual enrollment positively influences college degree attainment” (68). This benefit of dual credit has enormous implications for high school students. If students proceed to college, their chances of graduating with a degree improves. The goal of college is to prepare students for their future careers by awarding degrees, and dual credit helps with this goal. An indicates that “Researchers find that dual enrollees are more likely to persist in college and attain a college degree than non-dual enrollees” (as qtd. in An 59). Not only can dual credit earn students college credit while in high school, but it can help them stay on the path of graduating both high school and college.

E) Dual Credit Obstacles

Not everyone agrees that dual credit is a positive experience for students. There are surprisingly several arguments against promoting dual credit in the high school classroom. Often times teachers, guidance counselors, principals, or parents encourage students to take college courses as high school students to “get them out of the way before going to college.” I heard this expression numerous times as a high school teacher and even as a dual credit English instructor.

There is an inherent belief that it is better to take courses early on so that students can get to “what they want to take” and graduate sooner than if they started out with zero college credits. However, this mentality is not the best to have.

Hansen et al. “understand the desire to have students finish their college education in an efficient time frame to keep their college expenses and debt as low as possible [...] But perhaps students and parents are trying to economize on the wrong things. At [their] institution, students who matriculate with anywhere from six to sixty credit hours earned in high school – including for first-year writing – don’t graduate from college significantly fast; at most, they graduate about half a semester ahead of their peers” (“How Do Dual” 79). Students believe that taking more classes will close the gap between going to college and graduating college, and this may not be the case. Indeed, it may cause frustration for the students.

Another issue with this mentality is “when the value of education is more extrinsic than intrinsic, Labaree warns, credentials – grades, credits, diplomas, and degrees – take on a life of their own and become commodities sought for their own sake rather than for the learning they should represent” (as qtd. in Hansen, “Composition Marketplace” 5). Labaree makes a good claim. Does taking these courses early represent a desire to learn or a desire to “get them out of the way” with a “two birds, one stone” mentality.

A final issue of dual credit courses is that “they are ‘cash cows’ – vehicles for entrepreneurially minded colleges to increase enrollments and therefore tuition income without necessarily offering a truly college-level course to the students” (Hansen, “Composition Marketplace” 30). This fear is not entirely unfounded, and it represents the crux of the issue concerning consistently in the dual credit programs currently in existence. At WKCTC, there are

eight high schools teaching dual credit English courses. If WKCTC is to ensure quality and consistency in the dual credit program, then the goal must be to teach all the students equally as opposed to simply turning a blind eye and profiting from the enrollment numbers. Because of this, it is essential that WKCTC ensure all dual credit instructors are working in tandem with the English department at the college.

F) Teacher Preparation for Dual Credit

Most teachers are familiar with required standards, and dual credit is no exception. However, there is no governing body over all of dual credit. High school teachers in Kentucky must adhere to the Common Core State Standards, but what about those high school instructors who also teach dual credit? Are their different standards for those courses?

There is no good answer to this question. Yes, there are standards, but they are not consistent across all dual credit programs. As Hansen points out, “Another important issue is standards for teachers and content of CE courses. The *Update* found only twelve states specify requirements for teachers: some require high school teachers to hold the same credentials as college faculty, and some require that high school teachers participate in professional development or receive approval from colleges” (as qtd. in Hansen, “Composition Marketplace” 27). Note that only *twelve* states out of fifty have any specifications for teachers of dual credit. Such a low percentage (24%) clearly indicates an inconsistency across the country.

Hansen explains that biggest problem: “It is difficult to generalize about CE because there isn’t one national brand, just a lot of local and regional brands” (“Composition Marketplace” 26). Kentucky has standards, but not all states have standards. Different programs offer standards, but those programs are optional for institutions as they cost money. The closest dual credit

country-wide standards come from NACEP, as it is the only national agency in the country that regulates dual credit, but only those institutions accredited by NACEP are truly governed by the standards. If only 24% of states require standards, that indicates that these national standards are not as national as they should be. This may be because NACEP requires accreditation. To do this “a CE program must be in place for five years to gather assessment data before it seeks accreditation” (Hansen et al., “CWPA” 11). Because of this five year process, not all dual credit programs will have the accreditation or follow the standards for dual credit programs. If the institution providing dual credit does not have this accreditation, the instructors may not uphold the standards for dual credit. These teachers compared with others whose institutions have accreditation create an inconsistency in course standards and by extension, expectations of teachers.

These NACEP standards, if examined, are useful for guiding dual credit teachers. NACEP “has 17 accreditation standards, categorized in five areas: curriculum, faculty, students, assessment, and program evaluation – all of which emphasize that DC/CD students are to be taught and treated the same as fully matriculated college students” (Hansen et al., “CWPA” 11). The key goal of these standards is to ensure quality and consistency for dual credit classes. The main goal appears to be for the students to be viewed as college students despite their high school status. A small fraction of states require standards and an even small amount of programs require these national standards. As a matter of fact, “89 programs across that nation had achieved NACEP accreditation” in “2013” (Hansen et al., “CWPA” 11). The results are shocking. If standards are not enforced across the nation, what actually holds dual credit instructors and their institutions accountable for student learning? The harsh reality is that there

really is not much to hold teachers accountable if their institutions do not belong to some sort of program with specific standards.

A further issue with dual credit preparation is the connection between the instructor and the college institution. The *Update* found “only thirteen states have a policy regarding course content: some states limit the types of CE courses that may be offered, while others require approval of the CE course syllabus, textbook, or exams to be given by the partner college or the state education agency” (as qtd. in Hansen, “Composition Marketplace” 27). Another small percentage of states have any kind of accountability to the institution. There appears to be little governing of dual credit in terms of what is taught and how it is taught. There is little accountability for dual credit instructors and institutions because of a lack of communication about course content.

G) Dual Credit Final Thoughts

More research into dual credit is clearly needed. While there are issues with dual credit, there are several benefits that outweigh the negatives. Students benefit from dual credit courses, which is the goal for all educators. However, a lack of regulation for teacher training regarding content and a lack of consistency between the college and the high school instructor are the biggest offenders, and this project seeks to challenge WKCTC to find ways to become more proactive regarding dual credit.

Methodology

Methodology will be varied for this project. First, the routine sources of academic research will be explored to determine what knowledge exists in regards to dual credit. Books, scholarly articles, journals, and other sources will be explored. As of now, one thing I have

noticed is a lack of research on teacher centric dual credit resources. There are abundant resources on what dual credit is, why it is taught, the results of dual credit, and the history of it, but there are not as many resources on how to incorporate teacher training or professional development into existing dual credit programs. This is both beneficial and negative. While this lack of research demonstrates a clear need for further study into teacher preparation for teaching dual credit, it also represents a hurdle to overcome as far as research goes.

A major part of this project will also be collection centric. A survey of current WKCTC English instructors will also be required for this portion. This survey will consist of two questions that ask the current instructors to note which of the optional papers they assign in English 101 and English 102. This will help with collecting documentation for English 101 and English 102. These documents will need to be updated, digitized, and organized after collection. This will take some time as there are likely variations in certain requirements per instructor preference.

However, collection will also include data from instructors. First, all dual credit instructors are expected to complete a data collection form at the end of the fall semester that details the number of students in the course and the number of students who passed each learning outcome with a “C” or better. This data will need to be collected and analyzed to determine if the current WKCTC documents and learning outcomes are successful.

Data collection will also come from a blind scoring of WKCTC’s exit essay exams for Fall English 101 courses. There are no names included on these documents. The essays are scored using the required rubric to obtain data that determine how many papers scored at each grade letter. This provides similar data to one required by dual credit instructors, but it provides

a more complete picture for WKCTC's progress. This also serves as a scoring training to all WKCTC English teachers. The data collected from this scoring will provide insight into the planned professional development for July of 2019 for all dual credit instructors.

In addition to data collection, various interviews will be conducted as well. The primary interview will be one-on-one with each participating dual credit instructor through WKCTC and a sample of current or former dual credit instructors with other institutions. These interviews will be conducted after a classroom observation of the dual credit teacher in action. The goal of these observations will be to determine teacher confidence in teaching their materials. This will serve as a springboard for the interview session, which will explore how they were prepared to teach dual credit, their professional needs, questions they have, feedback on learning, and their interest level in professional development.

If possible, an English Department Head from another institution may be interviewed to determine how that institution handles preparing dual credit instructors. This will provide insight into how well WKCTC currently handles this as well as serve as a possible guide for the July professional development. The final interview will be a short discussion with the current high school principals with English dual credit to determine their support of their teachers attending professional development at the college, their support of their teachers attending the blind scoring with rubric training at the college, and an investigation into each school's textbook policy.

Project Implications

Dual credit is an area where there is a high demand but very little instruction for teachers, and my research question looks to alter that perception. This project can help improve

WKCTC's partnership with high schools and instructors as well as allow for greater student success. The better the communication and support between college and high school, the more students will receive the instruction they need to become successful at college. This project offers a standardization for training and supplying dual credit instructors with the necessary tools for them to transmit the same knowledge to their high school students as the college professors do to theirs.

After speaking with the K-12 Relations Coordinator, Lorry Beth Wilson, this project could easily spread from the English department to the history, arts, psychology, math, etc. departments. WKCTC sees the need to help prepare the dual credit instructors for teaching high quality courses. If this plan is successful and teacher feedback is positive, WKCTC tentatively plans to expand it to other departments in the future. Should this prove beneficial at WKCTC, it could then be expanded to the other sister school in the Kentucky Community College family.

As a long-term goal, this could be expanded beyond Kentucky. After speaking with my classmates in English 997: Applied Practice I, this project seems timely enough that it could be shared with other colleges across the state or even the country. While the students in English 997 are only a small sampling, many of the dual credit instructors are saying they have had little to no support from their institutions. If this is the norm for most dual credit instructors, then this project has the potential to affect widespread change.

Anticipated Challenges

One area of concern for this project is the quick turnaround on data collection. While IRB approval is pending, several components of the project are stalled: surveys to WKCTC English instructors, interviews of dual credit instructors, interview of school principals, and data

collection. While other project components can be completed while awaiting IRB approval, these IRB items are a significant portion of my project.

Another concern is how much is too much for the doctoral capstone. I wish to be thorough, but I do not wish to deviate too far down intersecting paths. Finding the balance will be a necessity. For example, I know I will need to explore what dual credit is and how it is a unique experience, but I do not know how far down that explanation I will need to go.

Works Cited

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<http://wpacouncil.org/files/cwpa-statement-pre-college-credit.pdf>.

Appendix

1. WKCTC IRB Application – p. 22
2. WKCTC IRB Approval Letter – p. 26
3. MSU IRB Application – p. 27
4. MSU IRB Supplemental Documents – p. 37

HSRB Exempt Form 05

Human Subjects

Project Director/ Principal Investigator: Amanda AndersonFaculty Staff Student College: WKCTCAddress: 135 Plantation Way / West Paducah, KY 42086Office Phone: _____ Email: aanderson0278@kctcs.edu

Faculty Sponsor (Student/Class Project): _____

Department: English

Address: _____

Office Phone: _____ Email: _____

FOR SUBMISSION DEADLINES AND COMMITTEE MEETING DATES CALL 859-256-3320
(Committee meetings scheduled once a semester as necessary; no meetings in the summer.)1. Source of Support: *Sponsored Research *University Funded Research *Unfunded Research Sponsor: _____2. Type of Project: (Check all that apply) Original Submission Resubmission
 Student Project Class Project
 New Continuation Renewal*A class project requires HSRB review if it is a research project. Research is defined as "any systematic gathering and analysis of information, usually made under conditions determined by the investigator, that aims to test a hypothesis, to discover some unknown principle, or effect, or to re-examine some known or suggested principle." (Human Subjects Review Board: Handbook for Investigators, Part III, C.1)*3. Research to be conducted in the U.S.? Yes No

If No, specify country or territory: _____

4. Has this study been previously reviewed by another HSRB? Yes No If Yes, please identify: It will be reviewed concurrently with Murray State University.5. PROJECT TITLE Best Practices for College Support of English Dual Credit Instructors

6. DESCRIPTION OF PROTOCOL: Attach, or provide below, a complete, detailed description of the research protocol including explanation of why the protocol should be regarded as exempt. It should be understandable to the non-specialist and not longer than three pages.

Certification of Exemption from Federal Regulations Regarding the Protection of Human Research Subjects: Check all applicable conditions. Exemptions may not be claimed for research involving prisoners, fetuses, pregnant women, the mentally retarded or disabled, or human in vitro fertilization.

7. I certify that the project identified above, in which the only involvement of human subjects will be in one or more of the categories checked below, is exempt from federal regulations regarding the protection more of the categories checked below, is exempt from federal regulations regarding the protection of human research subjects and does not require full review by the Human Subjects Review Board.**

- (1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as
 - (i) research on regular or special education instructional strategies, or
 - (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
- (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, **UNLESS**
 - (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; **AND**,
 - (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Note: When a study uses subjects who are MINORS, category (2) only applies as follows: Studies using educational tests involving minors as subjects are exempt. Studies using survey or interview procedures with minors as subjects are NOT exempt. Studies using observations of public behavior involving minors are NOT exempt unless the investigator does not participate in the activities being observed.
- (3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, or observation of public behavior that is not exempt under (2), if:
 - (i) the human subjects are elected or appointed public officials or candidates for public office; or
 - (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- (4) Research, involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects. ***
- (5) Research and demonstration projects which are conducted by or subject to the approval of federal department or agency heads, and which are designed to study, evaluate, or otherwise examine:
 - (i) public benefit or service programs;
 - (ii) procedures for obtaining benefits or services under those programs;
 - (iii) possible changes in or alternatives to those programs or procedures; or
 - (iv) possible changes in methods or levels of payment for benefits or services under those programs.
- (6) Taste and food quality evaluation and consumer acceptance studies,
 - (i) if wholesome food without additives are consumed; or
 - (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

I certify that the project will not be changed to increase the risk, exceed or change the exempt condition(s) without filing an additional certification or application for approval by the Human Subjects Review Board. I understand that responsibility for protecting human subjects is shared by the entire research team.

Signature: _____
 Project Director/ Principal Investigator Date

Signature: _____
 KCTCS College President/CEO Date

Concurrence with claim of exemption

Signature: _____
 Board Chair/ Authorized Reviewer Date

* The original Certification of Exemption is to be forwarded to HSRB Chair, KCTCS System Office, 300 N. Main St., Versailles, KY 40383 with copies of the proposal routed for review and approval. This project may be subject to review and confirmation of its exempt nature by the KCTCS Human Subjects Review Board and/or the sponsoring agency.

** If the Project Director has any questions about the Exempt status of the project, the appropriate Human Subjects Review Board Chair should be contacted.

*** If the records involved are those of KCTCS students, the project is not exempt and must be reviewed by the HSRB. Such research must conform with the Family Education Rights and Privacy Act of 1974 also known as the Buckley Amendment.

Best Practices for College Support of English Dual Credit Instructors

Research Protocol:

- Academic Research: Various books, scholarly articles, journals, etc.
- Artifact Collection: Locate and/or update existing documentation for classes as well as observing courses, find model papers for necessary essays at WKCTC.
- Data Collection: Collect data from blind scoring of WKCTC's exit essay exams for Fall 101 courses. There are no names included on these documents. The essays are scored using the required rubric to obtain data that determine how many papers scored at each grade letter.
- Data Collection: Collect data from the learning outcomes survey at the end of Fall 2018 to explore consistency of learning outcomes for course. There are no names included on this form. There are only numbers of how many students completed the various paper types and how many scored at each grade level (i.e. 24/26 students made a D or better on paper 1).
- Interview of English Department Head: Contact an English department head at a different institution to determine how the institution handles consistency and communication with dual credit English instructors. This may be recorded for research purposes.
- Interview of English Dual Credit Instructors: In-person interviews of current and/or past dual credit instructor. Questions will involve how they were prepared to teach dual credit, their professional needs, questions they have, feedback on learning, etc. This may be recorded for research purposes.

- Investigation: Determine each of the dual credit high school's textbook policy to determine consistency across schools and WKCTC's college campus.
- Observation: Observe dual credit instructor in class (no student involvement for research whatsoever).
- Survey of WKCTC English Department: Which of the approved paper topics are being taught in each course (English 101 and English 102)?

300 North Main Street
Versailles, KY 40383
Telephone: (859) 256-3100
Website: kctcs.edu

September 25, 2018

Amanda Anderson
135 Plantation Way
West Paducah, KY 42086

RE: Best Practices for College Support of English Dual Credit Instructors

Dear Amanda:

After careful consideration of your application to the KCTCS Human Subjects Review Board, I have determined that you are eligible for exemption from federal regulations regarding the protection of human subjects based on your research using a procedure that meets the exempt review criteria section 7 (2).

Thank you for your cooperation in meeting the federal requirements for conducting research that utilizes human subjects. We appreciate your notification to this board and we will keep your information on file.

Sincerely,



Kris Williams, Ph.D.
KCTCS Chancellor



Pamela M. Duncan
Associate General Counsel
Chair, KCTCS Human Subjects Review Board

cc: Alicia Crouch
Vice Chancellor of Research & Policy Analysis

Murray State University

Institutional Review Board (IRB)

Application for Approval of Investigations Involving Human Participants

This form is the official documentation of the formal design or plan of a research activity submitted to the IRB for review. Failure to provide all required information will result in return of your application for correction prior to review. It is to be filled out on-line and then the appropriate parts are to be printed for submission. Do not submit pages that do not apply to your research protocol and do not submit your protocol answers as an attachment (the only attachments should be supporting documents). NOTE: You must submit the signed form as a pdf document and the appropriate materials that support that request as editable *Word* documents to msu.irb@murraystate.edu.

PART A

I. Project Title: Best Practices for College Support of English Dual Credit Instructors	
Principal Investigator(s): Amanda Anderson	
Department: English	Telephone: 270-339-2143
Campus Address: Department of English and Philosophy / 7C Faculty Hall / Murray, KY 42071 Email address: aanderson0278@kctcs.edu / aturner@murraystate.edu	
Status: <input type="checkbox"/> Undergraduate Student <input checked="" type="checkbox"/> Graduate Student <input type="checkbox"/> Faculty <input type="checkbox"/> Other (Specify: _____)	
<i>If PI is an Undergraduate or Graduate Student, applications must be submitted by the faculty mentor and all IRB communications will be sent to the faculty mentor:</i>	
Faculty Mentor: Sara Cooper SCOOPER19@murraystate.edu	Telephone: 270-809-4716 Email address: _____
Department: English and Philosophy KY 42071	Campus Address: 7C Faculty Hall / Murray, KY 42071
Will any other university personnel or students be assisting with this data collection? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, who are they and what position do they hold at the university?	
Please check which is appropriate: <input type="checkbox"/> Class Project <input type="checkbox"/> Research Project <input checked="" type="checkbox"/> Thesis (or Doctoral project)	
If this research is for a thesis or senior project, who are the faculty members on your thesis or project committee? Sara Cooper	
Project Period (mm/dd/yyyy) From: 9/12/2018 To: 5/10/2019	
The designated project period must include all project activities involving humans, with the start date no earlier than the date of IRB approval. The IRB can approve a project for a maximum of 12 months. However, the IRB may decide that more frequent review is necessary. Protocols with project periods longer than 12 months or those that the IRB feels necessitate more frequent review will require a continuing review (use the Project Update and Closure form).	
Is a proposal for funding support being submitted? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	If yes: <input type="checkbox"/> Internal <input type="checkbox"/> External
Agency or Sponsor:	Deadline:
Will this protocol require review by another IRB? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes If yes, name of other IRB: Kentucky Community and Technical College Systems IRB	



REQUIRED INFORMATION (Applies to all levels of review)

In order for the IRB to evaluate your application, the following required materials must be provided with this application. Protocols will be returned if incomplete or if documents are not sent in the correct format. Electronic file names should follow this format: [PI first initial & last name]_[Document type]_[version # (date for CITI training)]

Examples: jbaskin_application_v1.pdf, wsmith_interview consent_v3.doc, hmallory_CITI_012416.pdf

- YES NA A copy of all interview or survey questions, evaluation instruments (including standardized questionnaires), and data collection forms to be used (If copyright agreements forbid photocopying of a standardized instrument, include an original with a note requesting that it be returned to the investigator).
- YES NA Informed consent document(s), either a consent form or cover letter, or parental/guardian permission and minor assent document(s), if necessary.
- YES NA Letter of approval from cooperating institutions (includes gathering data at a site).
- YES NA Scripts of statements or questions to be read to subjects which should include the following information: participant time commitment, course credit procedures to be used, voluntary nature of the study and that subjects are free to discontinue participation at any time without prejudice from the investigator, how data will be handled - anonymous or confidential.
- YES NA A copy of any advertisement, recruitment letter, sign-up folder, etc. that will be used to obtain participants
- YES ON
FILE A copy of the required training certification (the IRB will not review any protocol until all principal investigators, faculty mentors, university personnel and others who will be assisting with the data collection have completed the required training and submitted a certificate or score to the IRB Coordinator)
- YES A pdf copy of the signed, completed *Application for Review* sent to the IRB via email at msu.urb@murraystate.edu
- YES An editable *Word* document copy of all attachments (surveys, consent documents, recruitment materials, data collection forms, etc.) sent to the IRB via email at msu.urb@murraystate.edu

This form is the official documentation of the formal design or plan of a research activity submitted to the IRB for review. Failure to provide all required information will result in return of your application for correction prior to review.

LEVEL OF REVIEW

Activities involving no more than minimal risk to participants and in which the only involvement of humans will be in one or more of the categories defined in Section 6.1 and 6.2 of the *Procedures and Guidelines* as Level 1 or Level 2 research will be reviewed by the IRB as a Level 1 or 2 application. "Minimal risk" means the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves from those ordinarily encountered in daily life or during the performance of routine physical or psychological examination or tests (45 CFR 46.102 (I)). These categories do not apply to research involving prisoners, fetuses, pregnant women, or human in vitro fertilization. Activities involving those populations and/or more than minimal risk will be reviewed as a Level 3 application. The investigator is responsible for initially identifying the category he/she feels is appropriate.

For continuing activities, investigators should use the [Project Update and Closure](#) form.

After reading [Section 6](#) of the *MSU Procedures and Guidelines*, state the category that you feel best applies to your research project: (Level 1, 2, or 3) 1

Note: The final determination of the appropriate level of review will be made by the IRB Coordinator.

PART B

1. Does this study involve deception (i.e., withholding from or giving false or misleading information to subjects which would reasonably affect their decision of whether or not to participate)? YES NO
2. Will procedures cause any degree of physical or emotional discomfort greater than normally encountered in everyday life, risk of physical injury, invasion of privacy, threat to dignity, harassment, or otherwise present potential harm to subjects? YES NO
3. Other than on consent forms, will the subjects be identified (i.e., names, case identifiers, audio or video recordings, photographs, or other information gathered on people or institutions that would allow subjects to be identified) *and* could their participation in this research lead to personal harm to themselves or their reputation? YES NO
4. Are subjects from any of the categories listed below?
- a. Minors (less than 18 years of age) YES NO
- b. Prisoners or persons who are under criminal sanctions YES NO
- c. Persons with diminished mental capacity (e.g., mental retardation, neurological, psychiatric, or related disability) YES NO
- d. Persons in a residential program (e.g., hospital, developmental center, group home, etc.) YES NO
- e. Current clients of a human service program (e.g., counseling center, clinic, etc.) or clients who have not given permission for their unidentified clinical data to be used in research studies YES NO
- f. Pregnant women YES NO
- g. Traumatized, terminally ill or comatose patients YES NO

If your research falls into one of the categories listed under Level 1 review and if you answered NO to all parts of questions 1-4, complete Part C for Level 1 review.

If your research does not fall into one of the categories listed under Level 1 or you answered YES to any part of questions 1-4, complete Part D for Level 2 or 3 review.

Part C**Level I Review**

I. PROJECT SIGNIFICANCE: As part of its risk-benefit analysis, the IRB must have information on (a) the purpose of the research, (b) why the research is necessary, (c) what outcomes are expected from it (both general and specific), and (d) in what way those outcomes will add to or benefit generalizable knowledge. Your answer should clearly address each of those four questions and should avoid (or define) technical terminology/jargon as much as possible.

The purpose of this research project is to determine the best practices to support dual credit English instructors from the college level. This may involve looking into ways to incorporate trainings, offering more support from the college, designing professional development sessions, creating common units for instructors, etc. This research is necessary because there is more of a demand for dual credit in high schools now than there has been in the past. With the increase in demand, more dual credit instructors are needed. WKCTC, where I work as a part-time adjunct English professor, only serviced five schools teaching dual credit English during the 2017-2018 school year. During the 2018-2019 school year, that number has increased to eight. As the demand becomes higher and more teachers are needed, WKCTC needs to ensure that all teachers receive the professional development and training they need to promote quality and consistency in the teaching, which will help students succeed in dual credit courses. By researching best practices for cooperation between the college and high school, the dual credit program can be improved, which will lead to higher student success rates. Teachers will be better prepared to teach these courses, which will help with quality and consistency across the high schools teaching dual credit. Beyond the scope of WKCTC, this research could impact the way other institutions approach dual credit courses.

II. PARTICIPANT SELECTION:

- a) Does this research involve the use of existing data, documents, records, pathological or diagnostic specimens? YES NO
- b) Will participants be less than 18 years of age? YES NO NA
- c) Will participants be students at Murray State University? YES NO NA
- d) Will any participants be unable to speak, read or understand English? YES NO NA
- e) Will you be specifically recruiting members of any minority population? YES NO NA
- If yes, specify the population(s):

Describe how participants will be selected, enlisted, or recruited. Information about selection should include specifics about the subject group(s) (e.g. Participants will be selected based on their height/class attendance/random drawing from a list provided by the school district). You must attach a copy of any recruitment materials used in this study, including a copy of any verbal script, flyer, or email that will be used to invite people to be part of the study. These must be submitted via email with the protocol.

Dual credit participants will be selected from the eight current dual credit schools WKCTC services. The dual credit English instructors at each of the eight schools will be recruited to participate using the attached recruitment letter. The principals of each school will be requested to participate as well using a similar recruitment letter. Additionally, students in English 997 (Practicum I, doctoral core course at Murray State University) who currently teach dual credit or have taught it in the past will be reached out to participate in the research as well via recruitment letter. Recruitment will be done via email.

III. PROCEDURES/METHODS:

Answer the following questions to provide an explanation of why this research needs to be conducted

using the specific methodology, participants, and procedures proposed in this protocol:

- a. What is your research question or hypothesis?

My question is: What are the best practices for professional development for dual credit English instructors so that dual credit instruction maintains the quality and consistency necessary for student success?

- b. Describe the specific procedures and methodology that will be used in the study, including the frequency, duration and location of each procedure and the materials that support that methodology.

I will complete academic/scholarly research to find existing research about dual credit instructor support throughout the project. I will collect artifacts (such as sample model papers, assignments, and mini activities) from my current institution about how dual credit is handled, taught, and evaluated throughout the project. I will collect data from a blind scoring of English 101 exit essays in February of 2019. No names are on these papers and they are scored as a department to train all instructors on grading consistency. I will collect data from English 101 at the end of the fall semester to determine how many students are meeting the learning outcomes of the course. No names are included on the forms. The individual instructors note how many students took the course and how many of those students passed each paper / learning outcome. I will conduct an interview of an English Department head or Dual Credit coordinator at a different institution other than WKCTC to see how a different Kentucky school handles teacher preparation for dual credit courses. This will take place once in either the fall of 2018 or the spring of 2019 and should not take more than thirty minutes. I will interview (if they agree) the eight high school dual credit English instructors who teach through WKCTC to determine how they were prepped to teach the course, their needs, their questions, and how a professional development training could be useful to them in the future. This will be happen during the fall of 2018 and should not take more than thirty minutes. I will interview current or former dual credit instructors from other schools to see how their institutions prepared them to teach dual credit during the fall 2018 semester. The interview should take no longer than 20 minutes. I will speak with the principals of the eight high schools that have dual credit English through WKCTC in the fall of 2018 to determine each school's textbook policies and if teachers could get professional development time to come to various trainings at WKCTC. I will observe the eight dual credit English instructors at their individual schools once in both the fall of 2018 and the spring of 2019. No interaction will occur between me and the students. Finally, I will conduct a survey of the current WKCTC English instructors about which papers they currently teach in each course. This will be done in either the fall of 2018 or the spring of 2019.

- c. Describe any compensation that participants will receive in return for their participation.

They will not receive any compensation.

IV. INFORMED CONSENT PROCESS: Describe the informed consent process and attach a copy of all consent and/or assent documents. The informed consent document is NOT the process. It is the evidence that shows that your subjects have been given the information that they need to make an informed decision about whether or not to participate in your research project. You must be explicit. You must give a step-by-step description of how you intend to inform your subjects of the details of their involvement in your research activity (i.e., you must say who gives this information, who they give it to, how they transmit this information, and when it is given). It is the principal investigator's responsibility to ensure that the consent and/or assent documents are written at a level that can be easily understood by

the subject population.

Each individual will be sent a copy of the consent document via email to read, sign, and return to me.

V. CONFIDENTIALITY AND ANONYMITY: Describe how participants' privacy will be maintained and confidentiality be guaranteed, including (a) how long confidential documents and information will be retained after the end of the study, (b) the specific building address where they will be retained, and (c) what will be done with the materials at the end of the retention time. (Federal regulations require that these materials be retained for at least three years after the study is closed.) If this study involves using a sign-up folder for recruitment of participants, explain how this document will be handled when the recruitment is finished (will it be kept with the confidential study materials, shredded, etc.).

The only confidential information will be the individual interviews conducted. These interviews will be held onto throughout the duration of the research project. They will be stored electronically in a Google Drive folder through my Murray State account that will be shared with my advisor, Dr. Sara Cooper.

VI. CONFLICTS OF INTEREST and/or PROBLEMS OF UNDUE INFLUENCE:

Describe any possible issues about which the IRB should be aware concerning these matters.

- a. During the project period, will any of your subjects include students enrolled in classes taught by you or your faculty mentor? Yes No

If "Yes," please answer the following questions. If "No," please go to section 'b.'

1. During the project period, is participation in research a course requirement for any courses taught by you or your faculty mentor? Yes No
- 1a. If yes, is there an equitable alternative available for students to complete the requirement other than by participating in research studies? Yes No

If the answer to question 1a above is *no* (i.e., there is no equitable alternative to complete the course requirement), then this research cannot use any of the students in any of your or your faculty mentor's classes that have a research participation requirement. Explain how you will ensure that students in those classes do not participate in this research:

If the answer to question 1a is *yes* (i.e., there is an equitable alternative to complete the course requirement), describe the equitable alternative:

2. During the project period, will you or the faculty mentor offer extra credit to any of the students in your or your faculty mentor's classes in exchange for participation in this research study? Yes No
- 2a. If yes, is there an equitable alternative available to get extra credit for students who choose not to participate in the study? Yes No

If the answer to 2a is *no* (i.e., there is no equitable alternative to get extra credit), then the research cannot use as subjects any of the students in your or your faculty mentor's classes where extra credit is offered for research participation. Explain how you will ensure that students in those classes do not participate in this research:

If the answer to 2a is *yes*, (i.e., there is an equitable alternative available to receive extra credit) describe the equitable alternative:

b. Are you using people with whom you otherwise interact in a work environment? This includes specifically targeting classmates if the PI is a student.

Yes No

c. If you plan to conduct research at an off-campus site, are you also employed at that site?

Yes No Not applicable

d. Do any members of the subject population work for you or any member of your family?

Yes No

e. Do you have any financial interest in the outcome of this research?

Yes No

f. Are you using family members or friends in your research?

Yes No

If you answered *yes* to b, c, d, e or f or if you have another conflict of interest or problem of undue influence, you must describe how you will handle the situation so that the rights of the subject population will be protected.

B. I will be interviewing approximately five of my fellow classmates in English 997. They are not required to do this as it will be a voluntary basis. The questions are merely background for their dual credit experience and are not harmful in any way. The interview should not take up a significant amount of their time.

C. I am employed by WKCTC as an adjunct faculty member. I will be conducting research about which pieces are taught at WKCTC as a data collection only. There will be no names included on this survey, and it will not be harmful or take up too much time. I will participate in the blind scoring in February. Because this is a blind scoring, privacy is already secured and there is no conflict of interest.

-
- Copy only the pages of the forms that apply to your research (i.e., Parts A, B, and C for Level 1).
 - For Level 1, submit a signed *pdf* copy of the protocol approval form and an editable *Word* file of all supporting materials (cover letter, consent form, surveys, recruitment fliers, data collection instrument, etc.) to the IRB via email at msu.irb@murraystate.edu.



Completion Date 26-Aug-2018
Expiration Date 25-Aug-2022
Record ID 28318525

This is to certify that:

Amanda Anderson

Has completed the following Citi Program course:

CITI Conflicts of Interest (Curriculum Group)
Conflicts of Interest (Course Learner Group)
1 - Stage 1 (Stage)

Under requirements set by:

Murray State University



Verify at www.citiprogram.org/verify/?w203d6039-2e98-4d02-b32e-8b6a9d0faf32-28318525



Completion Date 26-Aug-2018
Expiration Date N/A
Record ID 28318524

This is to certify that:

Amanda Anderson

Has completed the following CITI Program course:

Humanities Responsible Conduct of Research (Curriculum Group)
Humanities Responsible Conduct of Research (Course Learner Group)
1 - RCR (Stage)

Under requirements set by:

Murray State University



Verify at www.citiprogram.org/verify/?wc9b9b43c-9301-40f4-974c-21cc89d9773b-28318524



Completion Date 26-Aug-2018
Expiration Date 25-Aug-2021
Record ID 28322176

This is to certify that:

Amanda Anderson

Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher (Curriculum Group)
Social & Behavioral Research - Basic/Refresher (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

Murray State University



Verify at www.citiprogram.org/verify/?wd2b45358-90d2-470c-b521-afc59b22f176-28322176



Completion Date 26-Aug-2018
Expiration Date 25-Aug-2021
Record ID 28318523

This is to certify that:

Amanda Anderson

Has completed the following CITI Program course:

Students conducting no more than minimal risk research (Curriculum Group)
Students - Class projects (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

Murray State University



Verify at www.citiprogram.org/verify/?wede11a39-b3b8-4c84-acb0-bc16a37cb7d8-28318523

Research Participation Consent Letter (WKCTC English Instructors)

Study Title: Best Practices for College Support of English Dual Credit Instructors

Primary Investigator: Amanda Anderson, 270-339-2143, aanderson0278@kctcs.edu

Faculty Sponsor Contact: Sara Cooper, 270-809-4716, scooper19@murraystate.edu

You are being invited to participate in a research study conducted through Murray State University. This form contains information you will need to help you decide whether to be in this research study or not. You must be at least 18 years old to participate. Please read the form carefully and ask the study team member(s) questions about anything that is not clear. You will be given a copy of this form to keep.

- 1. Nature and Purpose of Project:** The purpose of this study is to determine the best practices to support dual credit English instructors from the college level. This project is the capstone for my Doctorate of Arts in English Pedagogy course.
- 2. Participant Selection:** You are being asked to participate because you are an English instructor with WKCTC and can best provide information for the content WKCTC currently teaches and how successful the students are with the English 101 exit essay.
- 3. Explanation of Procedures:** The study activities include a short survey in the fall of 2018 about which of the approved papers you assign in your English 101 and English 102 classes. The study also includes the data collection of the English 101 exit essay in the fall of 2018 and the blind scoring of the exit essay in the spring of 2019.
- 4. Discomforts and Risks:** There are no anticipated risks and/or discomforts for participants.
- 5. Benefits:** This study is not designed to benefit you directly. However, your participation may help to increase our understanding of how WKCTC can better prepare dual credit English instructors in the future.
- 6. Confidentiality:** Your identity will be known to the researchers, but the information you provide will be kept confidential.
- 7. Refusal/Withdrawal:** Your participation is strictly voluntary and you are free to withdraw/stop participating at any time with absolutely no penalty. During the interview process, all questions must be answered in order for your individual responses to be included in the study results.
- 8. Contact Information:** Any questions about the procedures or conduct of this research should be brought to the attention of Amanda Anderson at (270) 339-2143 or aanderson0278@kctcs.edu. If you would like to know the results of this study, please contact Amanda Anderson using the above contact information.

Your signature indicates that this study has been explained to you, that your questions have been answered, and that you agree to take part in this study.

The dated approval stamp on this document indicates that this project has been reviewed and approved by the Murray State University Institutional Review Board (IRB) for the Protection of Human Subjects. If you have any questions about your rights as a research participant, you should contact the MSU IRB Coordinator at (270) 809-2916 or msu.irb@murraystate.edu.

Participant's Name (printed): _____

(Signature of Participant)

(Date)

(Signature of Person Obtaining Consent)

(Date)

Research Participation Consent Letter (HS Principals)

Study Title: Best Practices for College Support of English Dual Credit Instructors

Primary Investigator: Amanda Anderson, 270-339-2143, aanderson0278@kctcs.edu

Faculty Sponsor Contact: Sara Cooper, 270-809-4716, scooper19@murraystate.edu

You are being invited to participate in a research study conducted through Murray State University. This form contains information you will need to help you decide whether to be in this research study or not. You must be at least 18 years old to participate. Please read the form carefully and ask the study team member(s) questions about anything that is not clear. You will be given a copy of this form to keep.

1. **Nature and Purpose of Project:** The purpose of this study is to determine the best practices to support dual credit English instructors from the college level. This project is the capstone for my Doctorate of Arts in English Pedagogy course.
2. **Participant Selection:** You are being asked to participate because you are principal of a school with a dual credit English instructor through WKCTC.
3. **Explanation of Procedures:** The study activities include a short one-on-one interview with you about how your school purchases textbooks and if your dual credit English teachers may attend professional development and/or trainings at WKCTC during school hours.
4. **Recordings/Photographs:** The one-on-one interviews may be recorded using an audio device. Recordings are not required for this study. Please initial below if you agree or disagree to being recorded with an audio device for this research project.

_____ I agree to be recorded using an audio device.

Initials

_____ I do **not** agree to be recorded using an audio device.

Initials

5. **Discomforts and Risks:** There are no anticipated risks and/or discomforts for participants.
6. **Benefits:** This study is not designed to benefit you directly. However, your participation may help to increase our understanding of how WKCTC can better prepare dual credit English instructors in the future.
7. **Confidentiality:** Your identity will be known to the researchers, but the information you provide will be kept confidential.

- 8. **Refusal/Withdrawal:** Your participation is strictly voluntary and you are free to withdraw/stop participating at any time with absolutely no penalty. During the interview process, all questions must be answered in order for your individual responses to be included in the study results.

- 9. **Contact Information:** Any questions about the procedures or conduct of this research should be brought to the attention of Amanda Anderson at (270) 339-2143 or aanderson0278@kctcs.edu. If you would like to know the results of this study, please contact Amanda Anderson using the above contact information.

Your signature indicates that this study has been explained to you, that your questions have been answered, and that you agree to take part in this study.

The dated approval stamp on this document indicates that this project has been reviewed and approved by the Murray State University Institutional Review Board (IRB) for the Protection of Human Subjects. If you have any questions about your rights as a research participant, you should contact the MSU IRB Coordinator at (270) 809-2916 or msu.irb@murraystate.edu.

Participant's Name (printed): _____

(Signature of Participant) (Date)

(Signature of Person Obtaining Consent) (Date)

Research Participation Consent Letter – DC Coordinator

Study Title: Best Practices for College Support of English Dual Credit Instructors

Primary Investigator: Amanda Anderson, 270-339-2143, aanderson0278@kctcs.edu

Faculty Sponsor Contact: Sara Cooper, 270-809-4716, scooper19@murraystate.edu

You are being invited to participate in a research study conducted through Murray State University. This form contains information you will need to help you decide whether to be in this research study or not. You must be at least 18 years old to participate. Please read the form carefully and ask the study team member(s) questions about anything that is not clear. You will be given a copy of this form to keep.

1. **Nature and Purpose of Project:** The purpose of this study is to determine the best practices to support dual credit English instructors from the college level. This project is the capstone for my Doctorate of Arts in English Pedagogy course.
2. **Participant Selection:** You are being asked to participate because you are in charge of the English Dual Credit program for your institution. Your knowledge and background can provide a comparison or contrast to how WKCTC currently trains dual credit English instructors.
3. **Explanation of Procedures:** The study activities include a short one-on-one interview with you about how your institution trains and prepares dual credit English instructors.
4. **Recordings/Photographs:** The one-on-one interviews may be recorded using an audio device. Recordings are not required for this study. Please initial below if you agree or disagree to being recorded with an audio device for this research project.

_____ I agree to be recorded using an audio device.

Initials

_____ I do **not** agree to be recorded using an audio device.

Initials

5. **Discomforts and Risks:** There are no anticipated risks and/or discomforts for participants.
6. **Benefits:** This study is not designed to benefit you directly. However, your participation may help to increase our understanding of how WKCTC can better prepare dual credit English instructors in the future.
7. **Confidentiality:** Your identity will be known to the researchers, but the information you provide will be kept confidential.

8. **Refusal/Withdrawal:** Your participation is strictly voluntary and you are free to withdraw/stop participating at any time with absolutely no penalty. During the interview process, all questions must be answered in order for your individual responses to be included in the study results.

9. **Contact Information:** Any questions about the procedures or conduct of this research should be brought to the attention of Amanda Anderson at (270) 339-2143 or aanderson0278@kctcs.edu. If you would like to know the results of this study, please contact Amanda Anderson using the above contact information.

Your signature indicates that this study has been explained to you, that your questions have been answered, and that you agree to take part in this study.

The dated approval stamp on this document indicates that this project has been reviewed and approved by the Murray State University Institutional Review Board (IRB) for the Protection of Human Subjects. If you have any questions about your rights as a research participant, you should contact the MSU IRB Coordinator at (270) 809-2916 or msu.irb@murraystate.edu.

Participant's Name (printed): _____

(Signature of Participant) (Date)

(Signature of Person Obtaining Consent) (Date)

Research Participation Consent Letter (Non WKCTC DC)

Study Title: Best Practices for College Support of English Dual Credit Instructors

Primary Investigator: Amanda Anderson, 270-339-2143, aanderson0278@kctcs.edu

Faculty Sponsor Contact: Sara Cooper, 270-809-4716, scooper19@murraystate.edu

You are being invited to participate in a research study conducted through Murray State University. This form contains information you will need to help you decide whether to be in this research study or not. You must be at least 18 years old to participate. Please read the form carefully and ask the study team member(s) questions about anything that is not clear. You will be given a copy of this form to keep.

1. **Nature and Purpose of Project:** The purpose of this study is to determine the best practices to support dual credit English instructors from the college level. This project is the capstone for my Doctorate of Arts in English Pedagogy course.
2. **Participant Selection:** You are being asked to participate because you are currently or have previously taught dual credit English and can provide the information for how your institutions prepared you for teaching dual credit English.
3. **Explanation of Procedures:** The study activities include a short one-on-one interview with you about how your current or previous institution prepared you to teach dual credit courses.
4. **Recordings/Photographs:** The one-on-one interviews may be recorded using an audio device. Recordings are not required for this study. Please initial below if you agree or disagree to being recorded with an audio device for this research project.

_____ I agree to be recorded using an audio device.

Initials

_____ I do **not** agree to be recorded using an audio device.

Initials

5. **Discomforts and Risks:** There are no anticipated risks and/or discomforts for participants.
6. **Benefits:** This study is not designed to benefit you directly. However, your participation may help to increase our understanding of how WKCTC can better prepare dual credit English instructors in the future.
7. **Confidentiality:** Your identity will be known to the researchers, but the information you provide will be kept confidential.

8. **Refusal/Withdrawal:** Your participation is strictly voluntary and you are free to withdraw/stop participating at any time with absolutely no penalty. During the interview process, all questions must be answered in order for your individual responses to be included in the study results.

9. **Contact Information:** Any questions about the procedures or conduct of this research should be brought to the attention of Amanda Anderson at (270) 339-2143 or aanderson0278@kctcs.edu. If you would like to know the results of this study, please contact Amanda Anderson using the above contact information.

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Participant's Name (printed): _____

(Signature of Participant) (Date)

(Signature of Person Obtaining Consent) (Date)

Research Participation Consent Letter (DC Instructors)

Study Title: Best Practices for College Support of English Dual Credit Instructors

Primary Investigator: Amanda Anderson, 270-339-2143, aanderson0278@kctcs.edu

Faculty Sponsor Contact: Sara Cooper, 270-809-4716, scooper19@murraystate.edu

You are being invited to participate in a research study conducted through Murray State University. This form contains information you will need to help you decide whether to be in this research study or not. You must be at least 18 years old to participate. Please read the form carefully and ask the study team member(s) questions about anything that is not clear. You will be given a copy of this form to keep.

1. **Nature and Purpose of Project:** The purpose of this study is to determine the best practices to support dual credit English instructors from the college level. This project is the capstone for my Doctorate of Arts in English Pedagogy course.
2. **Participant Selection:** You are being asked to participate because you are a dual credit English instructor with WKCTC and can best provide information for how WKCTC prepared you to teach dual credit English.
3. **Explanation of Procedures:** The study activities include a short one-on-one interview with you in the fall of 2018 about how WKCTC has prepared you to teach dual credit English. The study also includes two observations of your teaching (one class period in fall of 2018 and one class period in the spring of 2019). This is to help WKCTC determine professional development needs. The study will also include your report of how many students in your dual credit class made a D or better on each of the major papers for the course. This will be completed in the fall of 2018 once English 101 ends.
4. **Recordings/Photographs:** The one-on-one interviews may be recorded using an audio device. Recordings are not required for this study. Please initial below if you agree or disagree to being recorded with an audio device for this research project.

_____ I agree to be recorded using an audio device.

Initials

_____ I do **not** agree to be recorded using an audio device.

Initials

5. **Discomforts and Risks:** There are no anticipated risks and/or discomforts for participants.
6. **Benefits:** This study is not designed to benefit you directly. However, your participation may help to increase our understanding of how WKCTC can better prepare dual credit English instructors in the future.

7. **Confidentiality:** Your identity will be known to the researchers, but the information you provide will be kept confidential.
8. **Refusal/Withdrawal:** Your participation is strictly voluntary and you are free to withdraw/stop participating at any time with absolutely no penalty. During the interview process, all questions must be answered in order for your individual responses to be included in the study results.
9. **Contact Information:** Any questions about the procedures or conduct of this research should be brought to the attention of Amanda Anderson at (270) 339-2143 or aanderson0278@kctcs.edu. If you would like to know the results of this study, please contact Amanda Anderson using the above contact information.

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Participant's Name (printed): _____

(Signature of Participant) (Date)

(Signature of Person Obtaining Consent) (Date)

Consent Form for Principals via Email – Observation of Teachers

My name is Amanda Anderson, and I am currently employed at WKCTC. I believe we met on August 29 at the WKCTC Dual Credit breakfast. I am completing my doctorate at Murray State University this school year. To complete my doctorate in English Pedagogy, I am researching best practices for English dual credit teacher instructors.

I am writing to you to in order to ascertain if I may come into your school to observe your English dual credit teacher. I would like to come observe one dual credit class once in Fall 2018 and one dual credit class once in Spring 2019. I would also like to interview the dual credit teacher about WKCTC's practices in teacher preparation for dual credit courses as long as the teacher is willing to participate. No students will be identified in my research, and I will only observe the classes and discuss with the teacher.

If I may come to your school to observe, please let me know via email as soon as possible.

In addition, part of my research involves principal support for dual credit teachers. If you are willing to answer a few questions (no more than 15 minutes of your time), I would appreciate it. I am attaching a consent form for you to sign, scan, and email back to me. If you could, please send this back to me by the end of the week.

Survey for Current WKCTC English Instructors

Which of the following approved papers for English 101 do you teach? Select all that apply.

- Process Analysis
- Illustration (Exemplification)
- Definition
- Comparison/Contrast
- Division-Classification
- Literary Analysis (required)
- Reflection (required)
- Exit Essay (required)

Which of the following approved papers for English 102 do you teach? Select all that apply.

- Proposal
- Cause/Effect or Causal Analysis
- Definition
- Persuasion
- Critical Analysis or Evaluation
- Annotated Works Consulted/Bibliography
- Research Argument (required)

Sample Interview Questions for WKCTC Dual Credit Instructors

How many years have you taught dual credit?

How many of those years have been with WKCTC?

What materials were provided to you before you began teaching dual credit English?

How has WKCTC prepared you to teach dual credit? (Were materials provided, what type of support, were you given models, did you have any training? Etc.)

Was this preparation beneficial to you? Why/why not?

How could WKCTC's preparation to teach dual credit be improved?

Would you be interested in a WKCTC training at the end of the summer to help you set up your syllabus, course shell on Blackboard, and update course materials?

Are you aware of the spring exit essay scoring that is open to dual credit instructors?

Would you be willing to attend the exit essay scoring day to gain an understanding of WKCTC's English department's grading?

If funding were provided, would you be interested in attending a conference on teaching dual credit?

Would you feel confident about leading mini professional development sessions to other dual credit teachers?

If you have taught dual credit through a different institution before, how did that institution prepare you to teach dual credit?

How would you compare WKCTC to your previous institution?

Sample Interview Questions for Dual Credit Instructors not affiliated with WKCTC

How many years have you taught dual credit?

How many of those years have been with your current institution?

What materials were provided to you before you began teaching dual credit English with your current institution?

How did your institution prepare you to teach dual credit? (what type of support, were you given models, did you have any training? Etc.)

Was this preparation beneficial to you? Why/why not?

How could your institutions preparation to teach dual credit be improved?

If your institution offered professional development for teaching dual credit, would you be interested in attending?

If funding were provided, would you be interested in attending a conference on teaching dual credit?

Sample Questions for High School Principals

What is the school's policy on textbooks?

Could new textbooks be purchased as a class set for the next school year or for the spring semester?

Would you be willing to allow the dual credit English teacher to attend a professional development at WKCTC in February? This day will be used to do blind scoring of the English 101 exit essay. This helps us to normalize our expectations of what each letter grade should look like, which helps our teachers standardize our essay grading as a whole. This data also provides us with insights into how the entire department is doing in regards to the course standards.

Sample Questions for Dual Credit Coordinator at Other University

How does your institution prepare dual credit instructors for teaching dual credit?

How often do you make contact with dual credit instructors?

Do your dual credit instructors attend any department meetings or professional development?