

HELPING STUDENTS GET A HEAD START ON THEIR COLLEGE CAREER
THROUGH COLORADO CHRISTIAN UNIVERSITY DUAL CREDIT

THE CCU DUAL CREDIT EXPERIENCE: WHAT SETS US APART

The option to earn both high school and college credit simultaneously presents an incredible opportunity for students. But with a wide array of dual credit institutions, why choose to partner with Colorado Christian University's program?

SAVE TIME, SAVE MONEY — With CCU Dual Credit offering a reduced tuition rate of \$200 per course, students can potentially save thousands of dollars off of the cost of their college tuition. Additionally, with college credit already completed, students have the potential to graduate from college early and progress into their careers sooner. In the past, determined CCU Dual Credit students have begun college with over 30 college credits.

PARTNERSHIP WITH A PURPOSE — The logistics of dual credit can be overwhelming for students, parents, and high schools. With this in mind, we provide every school with a dual credit representative in their region that can be reached Monday through Friday to help with questions or concerns. Additionally, we seek to be actively involved in the registration process through in-person registration briefings, back-to-school nights, and continual registration support as needed. Behind the scenes, our administration works tirelessly to make your experience as smooth as possible.

SIMPLE IMPLEMENTATION — With CCU Dual Credit, the application process, as well as student registration, is simple. We allow schools to remain completely autonomous over their curriculum, the textbooks that are used, and the assessments that are given. We simply need to see that each course description closely mirrors CCU's equivalent course description and the CCU course objectives are being covered within the class. Signing up for classes takes less than 10 minutes; students do not need to apply to be a CCU student, nor submit test scores and transcripts.

CCU DUAL CREDIT TESTIMONY — Colorado Christian University alumnus Mikayle Jacquot utilized CCU's dual credit program while attending Resurrection Christian High School in Loveland, Colorado. Jacquot now attends the University of Denver Sturm College of Law and is set to graduate in 2021 with her juris doctor. While Jacquot's accomplishments are due to her hard work and dedication, she reflects on the role dual credit played in the process:

"Because I already had 12 credits done, I was able to graduate a semester early, saving me a lot of money and without making my other semesters in college so hard I couldn't keep up." Jacquot also stated that dual credit courses "were also much more manageable than AP classes because I did not need to pass an extra test at the end of the year. Instead, I simply had to pay the fee and do well in the class."

HLC AND HQF: TERMS TO KNOW

HLC stands for the Higher Learning Commission. This is one of six regional accreditation agencies for post-secondary education institutions, and the source of CCU Dual Credit's accreditation and high transferability rate across the nation. As with any accreditation system, there are certain regulations that our program must be in compliance with, some of which you may be aware of already. The most significant change to be aware of currently is the new requirements for dual credit faculty.

HQF signifies the term Highly Qualified Faculty. HQF instructors have a master's degree in their specific subject area or a master's degree with at least 18 graduate credits in their specific subject area. These regulations were introduced in 2015, however, CCU's Dual Credit program was given an extension period through the 2020/2021 school year. Therefore, by fall 2021, all dual credit instructors will need to be HQF in order to continue teaching dual credit through CCU.





FRONTLOADING REQUIRED: OUR NOT-SO-SECRET TRICKS TO LEADING CLASS DISCUSSIONS

by the CCU English Department

As literature and writing teachers, we've all looked out to a room of blank faces — our students, our intelligent, precious students, resistant to discussion. We think: "They didn't read the poem/essay/novel/text;" "They don't understand the value of reading;" or on a "terrible, horrible, very bad, no good day" (Viorst), "It's my fault. They don't like me." It is sometimes the first, but seldom the last. Perhaps a student struggles with anxiety or perfectionism. She has literally lost her voice. Maybe a young man fears his classmates might laugh at his thoughts, and another student may be daydreaming about her crush across the aisle. We as teachers might never know. We care about our students and our calling from the Lord as teachers. We want to teach them, to discuss great text with them, to respond effectively to their writing, and to mentor them wholeheartedly.

Sometimes, frontloading is required to fan a discussion into flame. Each of us in the English Department responded to the two questions below. You will see there is overlap in our answers. We want our students to excel at reading and writing and to enter the social discourse. As we teach them, we envision them empowered to speak gospel truth into the discussion in a winsome way. Below are a few ideas, shared by the CCU English Department: Professor Susan Spear, Professor Bernie Prokop, Dr. Jason Ney, and Dr. Katherine Hyon. We appreciate our partnership with our dual credit institutions. Let the dialogue begin!

Q: How do you assess and adjust for student needs throughout class time in order to keep discussion going and students engaged?

A: Professor Bernie Prokop explains: "Well, first I try to make sure I have enough questions to ask. That way, if one question bombs, then I have another to throw out. Also (and this is harder), I try to be patient. Especially if you're asking deeper questions, students need a chance to formulate their responses; give them the time and space to do this. Of course, we as teachers tend to think silence in a discussion class is a sign that we are failing, but this is not always the case. Sometimes silence signifies consideration. Finally, I usually try to have a few relevant examples or something from current events to offer as a way to shake them awake. Too often students see their academic subjects as just that: academic. They fail to see beyond an essay or poem as more than an assignment, as something an actual human being created to respond to life and its challenges. If I can get them invested by connecting the text to another text or image that they are more familiar with (a movie or TV show; a story



from the news), then there is a better chance the students will respond in a more genuine and thoughtful way."

A: Dr. Katherine Hyon offers: "I also try to come prepared with several questions to ask. I find that if I rephrase a question or spin it differently, then that helps. Asking specific questions tends to get more response than asking vague questions: 'How did this poem challenge your current understanding of x?' works better than 'What did you think of this poem?' I'm not afraid of an awkward silence. Sometimes students need that time to process the question and the way they would like to respond. If it goes for too long, I might ask them to discuss the question with one or two other people. Allowing students to discuss in small groups makes large group discussion less intimidating.

"As I listen in, I find students often have similar ideas to one another, and they feel more confident in their response knowing that others understood (or misunderstood) texts the same way. It's also helpful to ask students to write their answers. Then I collect them and read some of them aloud — that way, no one has to 'claim' a response, and if they happen to be incorrect, there's no judgment or embarrassment.

"Often, it's necessary to back up and make sure that students 1) understand the questions that I'm asking, and 2) have actually read the texts we are discussing. In the first case, I may have used a word or phrase in my question that students either don't understand or misunderstand — if that's the case, then I explain or rephrase the question, and we're good to go.

"In the second case, we go back to the text and try to determine what the problems are — sometimes students legitimately try to read but get frustrated because they feel like they're not 'getting it.' In which case, it's helpful to look at the text together to make sure we understand what we are reading and can reach a consensus."



Q: What steps do you take to prepare for a class that's heavily dependent on student-led discussion?

A: Dr. Jason Ney shares: "When preparing for a class that is going to feature student-led discussion, I make sure to communicate with the students who will be leading the discussion in advance by clearly explaining my expectations, which involves laying out what I want them to discuss and how I want them to discuss it. This involves providing a written assignment sheet that reinforces and further explains what we discuss in person. Second, I bring my own 'backup' discussion questions in case something goes wrong during the students' presentation. By incorporating these questions into the class discussion when necessary, I allow for a safety net that can catch the students and help them if they are floundering."

A: Professor Susan Spear suggests: "If I want the students to take responsibility for their learning by leading the discussion for a particular class, I search for questions of all levels — everything from basic plot recall to analysis of symbols and understanding of theme(s). I divide them into small groups and assign them several questions. No more than three students per group is best for full participation. I give them 8-10 minutes to answer their questions and find evidence from the text. When we reconvene as a group, each group reads their questions aloud, shares their answers, and asks for response from the rest of the groups. If there are gaps in their understanding, I fill them in."

If you are reading this and have a question, please feel free to send any of us an email. Share your own tricks of the trade, and most importantly, may His Kingdom be manifest in your classroom.

Susan Spear, MA, MFA
Bernard Prokop, MA

Jason Ney, Ph.D.
Katherine Hyon, Ph.D.

COURSE APPLICATION DEADLINE

Interested in adding new CCU Dual Credit courses for the 2019/2020 school year?

We are accepting new fall 2019 course applications until **September 15**. The faculty/course application form is accessible within our dual credit website, as well as a full checklist of what we need submitted in order to approve the instructor and the course. If an instructor is already an approved CCU Dual Credit instructor, we do not need transcripts and resumes re-sent unless there are updates since the last submission.





FACULTY SPOTLIGHT: TERRY HARRIS, SHALOM CHRISTIAN ACADEMY



Mr. Terry Harris has been an English instructor for both American Literature and British Literature at Shalom Christian Academy for the past four years. He is known for being passionate in the classroom and guiding students to find their own love for the English language.

Q: Please tell us a bit about yourself.

A: I have been teaching English since 1978 and have increasingly enjoyed the power of words to communicate significant ideas ever since. I hope to pass that passion on to young people who will be the communicators of God's truth to the culture.

Q: What drew you to a career in secondary education?

A: I like the challenge of inquiring minds — minds that have reached that point of maturity where they can be critical and analytical of ideas they took for granted before. This is a necessary stage of development if they are going to challenge the presuppositions of our culture effectively.

Q: Who was a mentor that specifically helped you grow in your teaching?

A: Two of the strongest mentors were pastors that were over me, who taught me to sow seed[s] and wait patiently for God to give the increase: "the point is this: whoever sows sparingly will also reap sparingly, and whoever sows bountifully will also reap bountifully" (2 Corinthians 9:6).

Q: What is your favorite part of teaching?

A: My favorite part of teaching is its relational nature. I enjoy getting to know the deeper levels of students through their narrative writing, discussions, and Socratic seminars.

Q: What is your favorite word in the English language? Why?

A: My favorite word is "archetypal" because through seeing characters, even in fantasy works, through the lens of an archetype, one can connect any piece of literature to the real life issues that face students on a daily basis. This word "archetype" (and its derivatives) helps us to connect literature to timeless universal truths of the human experience.

Q: Do you have any tips for young teachers?

A: Persevere when you don't seem to be connecting to students, when the job seems particularly thankless, and you pass through the "slough of despond;" you are making an impact.



A NOTE FROM CCU'S DUAL CREDIT DIRECTOR

Dual enrollment would not be possible without the fantastic teachers and administrators who represent each of our partnering schools. Each of our partnerships, and the relationships accompanying them, are invaluable to us. Thank you for all of the hard work you do to provide excellent opportunities to equip your students for college.

With gratitude,
Teresa Woodburn,
Director of CCU Dual Enrollment Programs

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