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|  | **California Acceleration Project**  Supporting California’s 113 Community Colleges  To Transform Remediation to Increase Student Completion and Equity  <http://cap.3csn.org> |

**Application Form**

**Community of Practice, 2016-17**

An extended professional development program

for faculty teaching in accelerated English and Statistics pathways

**Name of College: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Faculty Team Leader:***

*Name:*

*Discipline:*

*Office phone:*

*Cell:*

*Email address:*

*Circle one: Full-time faculty Part-time faculty*

***Team Members***

***Please provide the following information about all proposed participants***

*Name:*

*Discipline:*

*Office phone:*

*Cell:*

*Email address:*

*Circle one: Full-time faculty Part-time faculty*

**Intended Audience & Approaches to Acceleration**

The CAP Community of Practices supports English and math faculty to implement high-challenge, high-support pedagogy in accelerated pathways. We define acceleration to include any changes to placement and curricula that reduce or eliminate students’ time in remedial courses. In math, we work on Statistics pathways for students in non-math-intensive programs of study.

Good candidates for participation:

* Faculty teaching in accelerated developmental courses that integrate reading and writing and lead directly into transfer-level English (English and/or Reading and/or ESL faculty)
* Faculty teaching in redesigned, pre-Statistics courses
* Faculty teaching in co-requisite models of remediation, in which students classified as “below transfer level” enroll directly in transfer-level English or Statistics with additional support
* Faculty teaching in transfer-level Statistics and English courses where changes in placement policy have enabled a broader, less-filtered student population to enroll (more than 50% of incoming students eligible for college English or Statistics)

**1) Acceleration Model(s) Being Implemented**

To give us a sense of how you’re accelerating students in English and math, briefly describe how you are reducing or eliminating student time in remediation. Please address how the changes you’re making will reduce “exit points” where students are lost (by not passing a course, or not enrolling in the next course) and how many semesters of remediation are reduced. If you are implementing more than one approach, please describe each separately.

**2.) Anticipated Changes to Pedagogy and Content**

At this point, how do you think your pedagogy and course content will need to be different in your accelerated pathways?

**3.) Reasons for Applying**

Please briefly describe what you hope to gain from participating in the CAP Community of Practice, and any particular issues or topics you hope the facilitators will address during the trainings.

**4.) How many sections of accelerated course(s) do you plan to offer? If you are implementing more than one acceleration model, report each separately.**

Fall 2016 \_\_\_\_\_\_\_\_\_\_\_ Spring 2017 \_\_\_\_\_\_\_\_\_\_

**5.) Anticipated Challenges**

Implementing accelerated models of English and Math can present a host of political and logistical challenges, including:

* Securing department approval
* Responding to concerns from related departments (e.g. reading, ESL)
* Navigating district-wide curriculum sharing agreements
* Securing curriculum committee approval
* Securing enrollment management/dean’s approval to offer sections
* Navigating pre-requisite issues in the college registration system
* Recruiting students to an experimental course

Please describe any challenges you have encountered, or expect to encounter, as you implement acceleration in your own context. This question is intended to help us provide the best support possible, not as a way to screen out colleges where challenges exist (100% of applicants).

**6.) Your Local Pipeline Data**

Spend some time reviewing your college’s data on the Basic Skills Progress Tracker (easily accessible on the top left corner of the 3CSN homepage – <http://3csn.org> ). Look especially at how many students from different starting placements go on to complete a transferable English or Math course within 3 years. Please comment on what stands out for you in your college’s data, and how this connects to your plans for acceleration.

**7.) Costs and Administrative Commitment**

I understand that CAP charges a $1,725 $500 per-participant fee that includes training, materials, and some meals during the program (fee reduction thanks to generous support from the Irvine Foundation). I understand that my college is responsible for covering the costs of hotel, transportation, and meals that aren’t included.

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Signature, Vice-President of Instruction

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Print Name