



### 2017-2018 ACP INSTRUCTOR HANDBOOK

#### ACP Instructor Expectations

1. Convene the ACP course in accordance with the current content expectations, objectives, pedagogical approaches, student performance standards, and assessment strategies as established by the faculty liaison.
2. Use the departmental-approved template to create and upload to Canvas an up-to-date IU syllabus each time an ACP course is offered. Non-template syllabi are acceptable only if they contain at least the information contained in the departmental-approved template.
3. Distribute a current faculty-approved syllabus to IU students in all ACP sections.
4. Use a textbook approved by the appropriate IU faculty liaison.
5. Monitor official student class rosters in One.iu.edu.
6. Provide site visitors with all materials and information (e.g., syllabus, schedule, availability, graded assignments) as requested prior to the visit.
7. Complete the Teacher Information Form (TIF) and upload the ACP syllabus via Canvas within established time frames.
8. Be aware that noncompliance with requirements to upload current syllabus and submit the TIF may result in the withdrawal of students from the college course and instructor decertification.
9. Report episodes of academic misconduct to ACP immediately upon determining such activity occurred.
10. Establish and maintain an IU username and passphrase for IU email and access to One.iu.edu.
11. Encourage students to complete the online End of Course Survey.
12. Submit grades in a timely fashion via One.iu.edu (within two weeks of course ending, no later than February 15 for first semester courses, and June 15 for second semester and full-year courses).
13. Attend annual professional development seminars.
14. Follow student disability accommodation recommendations as outlined in summer training.
15. Notify ACP of plans to retire, change of high school, or the high school's plan to discontinue offering the course.
16. Be aware that failure to adhere to ACP policies and expectations will result in decertification to offer IU courses.



### Relevant ACP Policies

- In some cases ACP courses may be simultaneously taught with AP courses but in no case can an ACP course be taught simultaneously for Indiana University and another dual credit provider.
- Students must be enrolled for college credit at the time the course is taken; there is no retroactive enrollment or awarding of college credit.
- Tuition payment status does not affect student enrollment, i.e., failure to pay tuition does not remove one from the class.
- High school and Indiana University course grades do not have to be the same grade. College expectations of student performance are not the same as high school expectations, so it is possible that a student's college grade is lower than the high school grade.
- College grades are protected under the Family Educational Rights and Privacy Act (FERPA) and the fact that ACP students are still in high school or under 18 years of age has no impact on grade protection.
- In case of an ACP instructor's extended absence from the classroom (more than five days) the principal will notify the ACP office to make arrangements for an ACP-approved suitable replacement.
- Instructors who are absent from three consecutive annual professional development seminars must retrain the next time training is offered. Unless alternate arrangements are made, failure to retrain will result in decertification to offer ACP courses.
- The above statement should not be construed that ACP instructors need only attend an annual professional development seminar once every three years. Annual attendance is required. However, ACP recognizes that life events and school issues may prevent an instructor from attending from time to time. When such events result in an instructor missing three consecutive seminars, summer retraining will be necessary in order to continue to offer IU courses. Ongoing collegial discussions about curriculum, pedagogy, assessment, and course philosophy ensure ACP instructors are able to deliver quality Indiana University courses to their students. Such seminars are a key distinguishing characteristic of quality concurrent enrollment programs.