

## UNIVERSITY ROLES AND RESPONSIBILITIES

(Note: Items in **RED** = mandatory program preparation items)

### Early Preparations

- ✓ **Bridge Program Planning Meeting:** the Second Language Teaching and Research Center (L2TReC) meets with the Department Head of World Languages, a representative faculty member in each language, and upper administrator(s) in the College of Humanities to provide an opportunity for open dialogue and question/answer.
  - Site and enrollment projections at each district in their service area, plus projections for hiring university Bridge Instructor positions
  - Funding model
  - University Concurrent Enrollment (role of CE director, funding stream)
  - Program Fidelity Assurances, including instructor qualifications, courses, professional learning and instructional partnership, and budget
- ✓ **Course and Curriculum Development:** all 6 public institutions of higher education are invited to send a representative in their department to meet with the state course development team for each language. Members discuss the logistical and curricular issues surrounding course development and program implementation, and are asked to share discussions with their home department faculty members.
- ✓ **Course Submission to Course Catalog:** Beginning fall 2017, students who graduated with one or more Bridge Course may be on campus at Utah's universities. Institutions must have Bridge Courses in their system, ready to accept credit.
  - **Under SB152, Bridge Courses must count towards a minor/major in the language of study, up to 3 courses or 9 upper division credit.**
  - Each institution's Department of Languages may determine how Bridge Courses fit into their minor or major pathway.
  - Bridge Courses are only open to students in grades 10-12 in the high school setting, at a location determined by the district as a DLI Pathway High School. As such, course should not appear in the general course catalog as an option for students on campus.

### 2 years before implementation

#### Fall-Winter

- ✓ **New Program University Planning Meeting:** Department Head for World Languages should work to identify individuals at their institution who will participate in discussion and planning regarding the university – high school partnerships for the Bridge Program (BP).
  - **L2TReC requests at least one face-to-face meeting** to discuss the mission and purpose of the BP, and to discuss Program Fidelity Assurances (state program framework), which include information on budget, hiring, BP courses, instructional framework, and the co-teaching partnership with the high school instructor.
  - *Who should attend?* Each institution should consider inviting all interested stakeholders. The Department of Languages must be represented, and additional participants may include representation from the School of Education, International Studies, Concurrent Enrollment, etc.
  - University stakeholders are invited to a high school site visit of a current Bridge Course.



## Fall-Winter:

- ✓ **High school Site Projections:** each district conducts the internal process for proposing and approving Bridge Program (BP) high school sites; updates are provided to the Partner University by L2TRC.
  - L2TRC works with high schools, meeting with district and building administrators and perspective teachers to prepare high school sites.
  - District stakeholders are invited to a classroom observation of a current Bridge Course.

## 1 year before implementation

## Fall (Sept. – Nov.)

- ✓ **University-High School Partnership Meeting:** review Bridge Program Fidelity Assurances, district roles, university roles, hiring, funding, enrollment/registration deadlines, grading
  - Who attends:
    - L2TRC representative
    - University representative(s): Either Department Head, other Department Representative, and/or BP Language Instructor
    - School District representatives: curriculum director, WL coordinator, district representative for counseling, district CE representative
    - HS building representatives: High school site administrator (principal or VP), high school counselor representative

## December & March

- ✓ **Enrollment Projections-** In good faith, enrollment projections must be reported from the HS to L2TRC and to partner University no later than the end of December. Follow-up is made with each high school in March to acquire official course registration numbers.

## Winter-Spring

- ✓ **Post job opening** for Bridge Instructor, as needed. Prospective instructor must demonstrate OPI rating of Adv.-Mid before the department may offer the position.
- ✓ **Co-construct the HS Schedule:** HS to communicate with L2TRC and Partner University to build the schedule for next year's course; the Partner University must agree to the scheduling plan since the university instructor may have additional on-campus duties or teach at additional high school sites.
- ✓ **Coordinate at your university to set up tools needed for registration, grading, and instruction for the upcoming academic year**
  - **Registration:** How will you register students for a course that spans 2 semesters?
  - How will **grading** be maintained and reported at the end of the partnering school district's academic year (typically the last week of May or first week of June)
  - Prepare **CANVAS support** at your university, determine how you will set up a 2-semester course, provide the instructor with direction on how students will log in the first time.
  - How will new funds generated through Concurrent Enrollment be transferred to pay 25% of the university instructor's salary + benefits?

## Summer-Fall of program launch

- ✓ **UofU/L2TRC Summer Teacher Workshop:** 4-day Bridge Course content workshops
- ✓ **Bridge Program Summer Institute:** University-HS instructor institute; 3-days in August for co-teaching preparations and course.
- ✓ **Mandatory 1 day Winter Bridge Program Workshop:** 1 day professional development
- ✓ **Submit invoice for instructor salary** to L2TRC (Catherine Scott: c.scott@utah.edu)