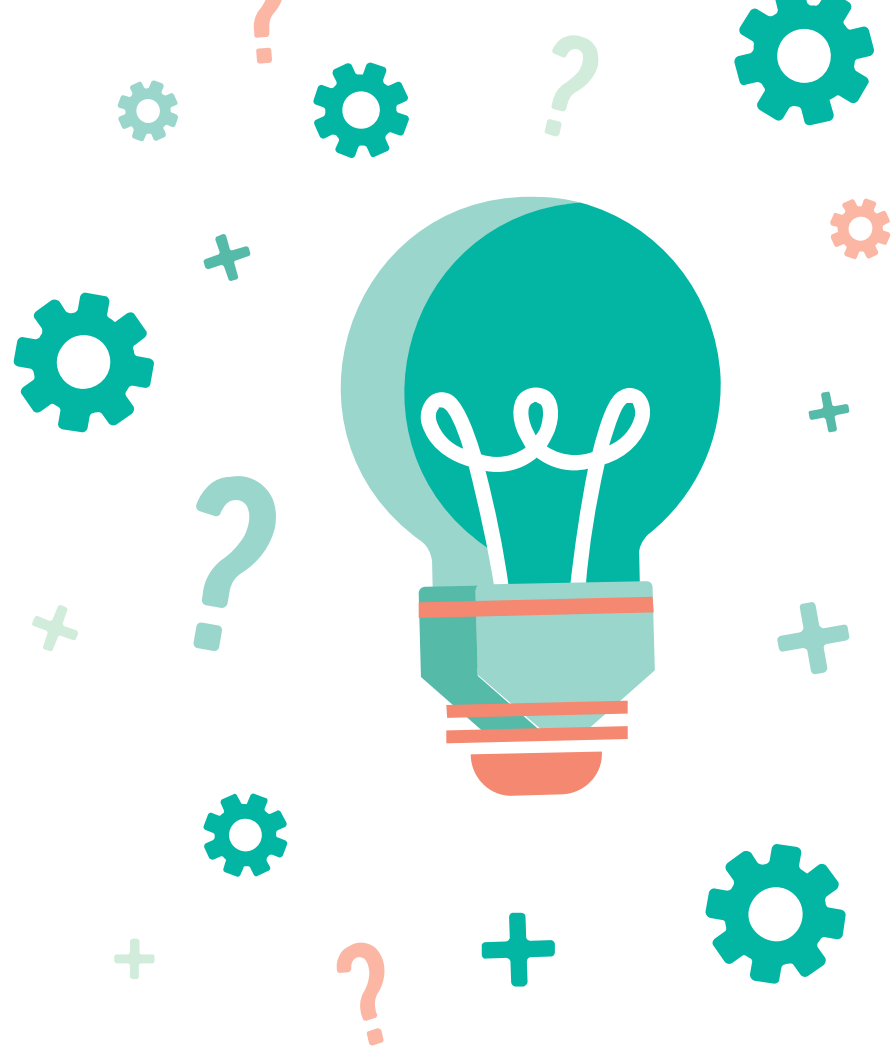


# Structurally Supporting Neurodivergent Students in FYW

Jude Miller (Rowan University)  
Donna Mehalchick-Opal (Rowan University)  
Cate Romano (Rowan University)



# Access to Our Slides

<https://qrco.de/fyw-rowan>



# Agenda

1

**Background + Our Institutional Context**

2

**Instructional Approach: ICCI with Additional Instructor Support**

3

**Instructional Approach: CCII with Additional Instructor Support**

4

**Instructional Approach: CCII for Students with Prior Attempts**

5

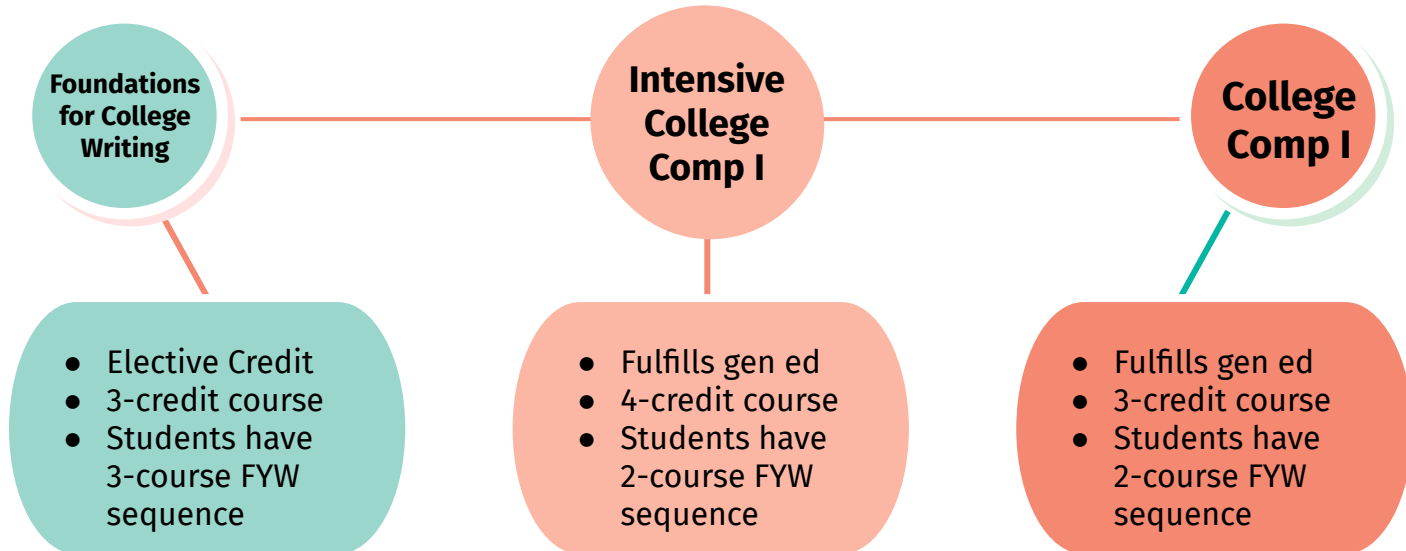
**Reflecting on and Visualizing Similar Initiatives in Your Contexts**



**Background + Our  
Institutional  
Context**

# Rowan's FYW Program

Students have three choices for their first-semester First-Year Writing Course at Rowan University



# Overview of Directed Self Placement (DSP)- How it works

Students do brief reading + writing assignment.

Take self-guided survey about their experience with writing and writing coursework. Then get a suggestion for which FYW class to take.

Students watch a video and read about FYW course options. Then they choose the course they want

## Directed Self-placement

Primary method of course placement from Fall 2020 onward

# Overview of Directed Self Placement (DSP)- How it works

Students do brief reading + writing assignment.

**Take self-guided survey about their experience with writing and writing coursework. Then get a suggestion for which FYW class to take.**

Students watch a video and read about FYW course options. Then they choose the course they want

## **Directed Self-placement**

Primary method of course placement from Fall 2020 onward

# Overview of Directed Self Placement (DSP)- How it works

Students do brief reading + writing assignment.

Take self-guided survey about their experience with writing and writing coursework. Then get a suggestion for which FYW class to take.

**Students watch a video and read about FYW course options. Then they choose the course they want**

## **Directed Self-placement**

Primary method of course placement from Fall 2020 onward



# Overview of DSP

**Last year w/o  
DSP**

**Years w/ DSP so far**

	F 2019	F 2020	F 2021	F 2022	F 2023
FCW	49 (2.2%)	47 (2.6%)	89 (5.4%)	123 (6%)	131 (6.9%)
ICCI	412 (18.7%)	413 (23.6%)	274 (16.6%)	508 (24.8%)	472 (24.4%)
CCI	1,733 (78.9%)	1,283 (73.6%)	1,283 (77.9%)	1,414 (69.1%)	1329 (68.7%)
Total	2194	1743	1646	2045	1932

# “Comp for Neurodivergent Writers” to “Additionally Supported” FYW Classes

- Rowan’s FYW class has for some time offered a section of ICCI that was an option for students who self-identify as neurodivergent.
- These sections were promoted through the PATH Program and the Office of Accessibility Services, as well as through Rowan’s Center for Neurodiversity. FYW actively promoted them to students as well.
- Prior to Spring 2023, the committee of faculty who are involved in this initiative reframed this course from “ICCI for Neurodivergent Writers” to “ICCI with *Additional Instructor Support*.”
  - This shift in title led to increased enrollment
- We also began offering sections of College Comp II for students who have prior unsuccessful attempts
  - The successes of ICCI with Additional Instructor Support, combined with the success of CCII for students with prior attempts led to the creation of CCII with Additional Instructor Support

# “Additionally Supported” FYW Classes

- While students began self-selecting more writing coursework and more writing support through their Directed Self-Placement, we wanted to further ensure students were fully supported at a structural level.
- Same curriculum, but a much more individualized approach—possible through a lower course cap on specific sections.
- Students self-select to enroll in all “Additional Instructor Support” comp classes and classes for students with prior attempts through an override and a meeting w/ the Coordinator of FYW, usually from a “warm handoff” from an instructor

# “Additionally Supported” FYW Classes

	ICCI w/ Additional Instructor Support	CCII w/ Additional Instructor Support	CCII for Students w/ Prior Attempts
<b>Fall 2022</b>	<b>1</b> section ( <b>4</b> students) [still “ICCI for Neurodivergent Writers”]		<b>1</b> section ( <b>13</b> students)
<b>Spring 2023</b>	<b>1</b> section ( <b>9</b> students)	<b>1</b> section ( <b>9</b> students)	<b>1</b> section ( <b>8</b> students)
<b>Fall 2023</b>	<b>1</b> section ( <b>7</b> students)	<b>2</b> sections ( <b>18</b> students)	<b>1</b> section ( <b>9</b> students)
<b>Spring 2024 (*<u>so far!</u>)</b>	<b>1</b> section ( <b>3*</b> students)	<b>3</b> sections ( <b>27</b> students)	<b>1</b> section ( <b>6*</b> students)

A large, solid orange circle is centered on a white background. Inside the circle, the text "Instructional Approach: ICCI with Additional Instructor Support" is written in a bold, black, sans-serif font, arranged in four lines.

**Instructional  
Approach: ICCI  
with Additional  
Instructor Support**

# Intensive College Comp I with Additional Instructor Support

## Individualized Instruction

- Lower course cap
- Additional class period a week with instructor (4 credits)
- One on one conferences in the first week to discuss accommodations or experience with prior attempts
  - Mini-conferences/check-ins weekly
- Projects adjusted for the needs of the class

# Intensive College Comp I with Additional Instructor Support

## Scaffolding & Frequent Check-Ins

- Exit Tickets each class to turn in class writing
- Discussion board for questions and class shares
- Assignments broken down into smaller pieces
  - Minor assignments pass/no credit
- 3 day extension for writing center visit on major assignments

# Intensive College Comp I with Additional Instructor Support

## Campus Resources

- Class visit to the Writing Center
- Assist students getting setup with writing center accounts
- Direct referral to Director or AD of writing center for dedicated recurring tutoring
  - Academic Coaching visit in class

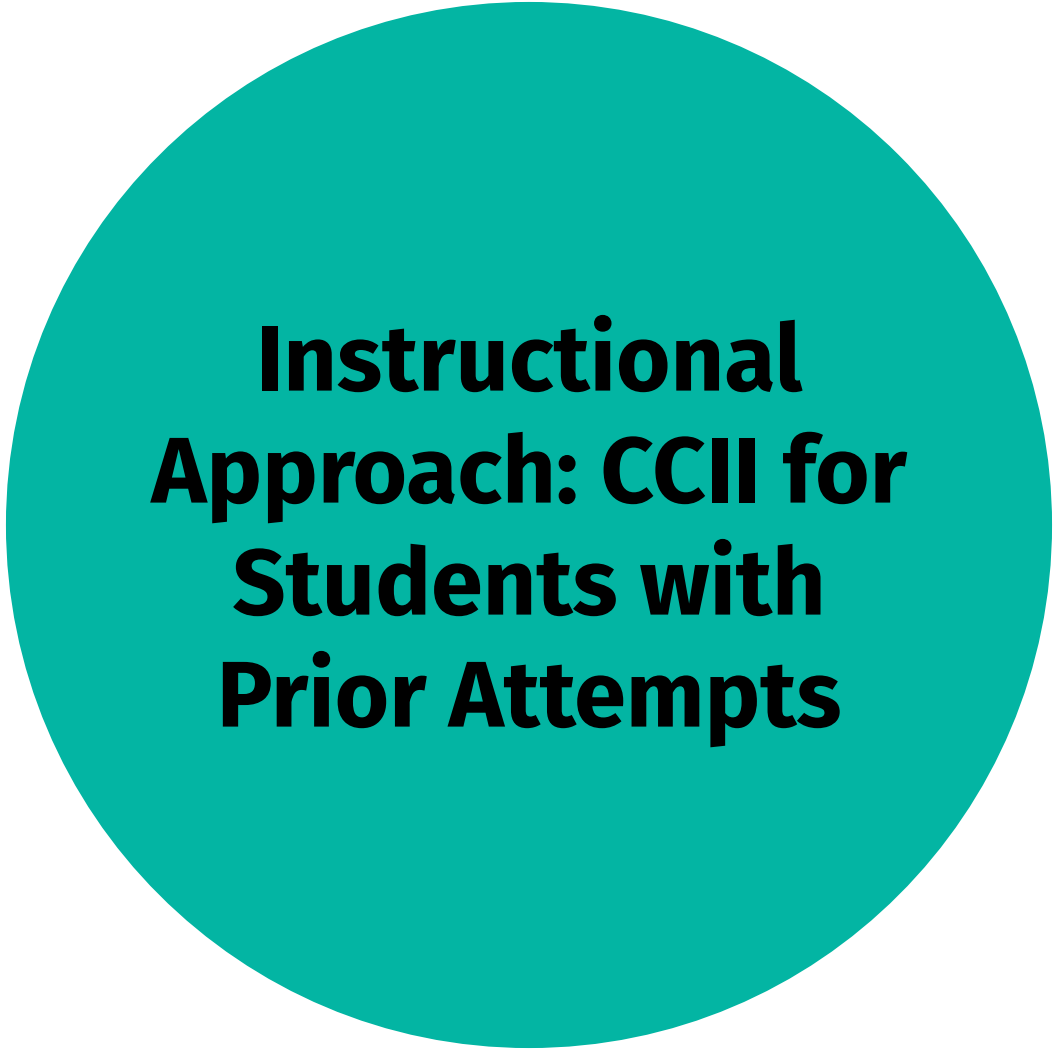


A large, solid brown circle is centered on a white background. Inside the circle, the text "Instructional Approach: CCII with Additional Instructor Support" is written in a bold, black, sans-serif font, arranged in four lines.

**Instructional  
Approach: CCII  
with Additional  
Instructor Support**

# College Comp II with Additional Instructor Support

- Structurally similar to ICCI with Additional Instructor Support
  - Lower course cap
  - Highly scaffolded approach
- Individualized approach to the curriculum

A large teal circle is centered on a white background. Inside the circle, the text "Instructional Approach: CCI for Students with Prior Attempts" is written in a bold, black, sans-serif font, centered horizontally and vertically.

**Instructional  
Approach: CCI for  
Students with  
Prior Attempts**

# College Comp II for Students with Prior Attempts

- Structurally similar to ICCI and CCII with Additional Instructor Support
  - Lower course cap
  - Highly scaffolded approach
- Individualized approach to the curriculum (with heavy Writing Center involvement)

# College Comp II for Students with Prior Attempts

## At the beginning of the semester

- Students gather all material from prior attempts, reflect on what “went wrong” in the past, what they can do differently, what they need from me
- We have individual conferences to review past material, share reflections, and co-create a personalized plan

# College Comp II for Students with Prior Attempts

## In a usual 2.5-hour class meeting

- We review and set goals,
- Discuss readings,
- Write independently & share with classmates,
- Hold individual or small group mini conferences,
- And students submit assignments at the end of class time unless we agree otherwise (on a case by case basis)

A large teal circle is centered on a white background. Inside the circle, the text "Reflecting on and Visualizing Similar Initiatives in Your Contexts" is written in a bold, black, sans-serif font, arranged in four lines.

**Reflecting on and  
Visualizing Similar  
Initiatives in Your  
Contexts**

# Visualizing a Similar Initiative in Your Program

If you were to create an initiative along these lines in your discipline or at your institution, what would the course look like? Imagine ideal circumstances!

**Turn to a person nearby,  
spend about 5 mins  
talking through these  
questions before we open  
the floor for discussion**

Who would be an institutional ally in your discipline, at your institution if you wanted to create a similar initiative at your institution?

If you already have an initiative along these lines at your institution, what does it look like? How does it meet your institutional or disciplinary needs?



# Share Your Takeaways

After hearing about this initiative in Rowan's FYW program, if you were to create such an initiative at your institution, what's one actionable step you might take?

Use this document to share one takeaway from today's session



<https://qrco.de/fyw-survey>



**THANK  
YOU!**

**Jude Miller**

[Millerju@rowan.edu](mailto:Millerju@rowan.edu)

**Donna  
Mehalchick-Opal**

[mehalchid3@rowan.edu](mailto:mehalchid3@rowan.edu)

**Catherine  
Romano**

[romanoc@rowan.edu](mailto:romanoc@rowan.edu)