

# NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS

Radisson Plaza Hotel, Minneapolis, Minnesota  
October 24-26, 2010

## Building Our Quality, Broadening Our Reach

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*Photographs will be taken during the NACEP conference for later use on the NACEP website and in NACEP publications and promotional materials. If you would prefer not to have your photograph used please inform the registration desk.*

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Communications Director  
College in the Schools  
College of Continuing Education  
University of Minnesota-Twin Cities

#### CONFERENCE SERVICES:

Lori Graven, Heather Dorr  
College of Continuing Education  
University of Minnesota

# WELCOME

Dear Conference Attendees,

At this year's conference you will experience an exceptional lineup of powerful presentations over three days of intense focus. You will have the opportunity to network with some of the most insightful minds in education. Take advantage of presenters who will be accessible to you throughout the event.

Plenary sessions, as well as break-out sessions, will include time for questions, and, at every session, you'll be sitting next to people who are doing the same kind of work you do. Talk to people. Take advantage of the opportunities the conference presents. For those just beginning to explore concurrent enrollment partnerships, these few days in Minneapolis are a great time to build your knowledge base. For those who are already deeply involved in implementation, I invite you to revisit your mission, share best practices, seek new approaches to dealing with persistent problems, and discover new questions.

This year the NACEP board has invested a significant portion of its time in strategic planning that began in Minnesota early in 2009. The board is excited to unveil new vision, mission, and belief statements. The new vision statement gives NACEP a long-term view and directs the energy of the board toward shared goals. The new mission statement succinctly describes the purpose of NACEP, why we exist, and how we will accomplish our vision. The belief statements outline the shared values and beliefs that shape the culture of NACEP. A set of strategic goals will also be unveiled that shows what the board hopes to accomplish over the next few years. These goals reflect our analysis of NACEP's environment, strengths, weaknesses, opportunities, and threats. We are excited about the work that has been accomplished and hope that each of you will read through the material and let us know what you think. The board will be reviewing and revising the strategic goals regularly – new and additional thoughts can be incorporated.

Please enjoy the hospitality of our hosts, the University of Minnesota's College in the Schools program on the Twin Cities campus. College in the Schools is hosting this conference with the assistance of the Minnesota Concurrent Enrollment Partnership, an informal consortium of more than twenty postsecondary institutions offering concurrent enrollment programs. We hope you will also partake in some of the delights of Minneapolis, a culturally diverse and vibrant community.

I look forward to meeting with you and extending a personal welcome!

Sincerely,



Ted R. Ungricht  
President, NACEP  
Director, Concurrent Enrollment, Utah Valley University

# CONFERENCE SPONSORS

Members of the National Alliance of Concurrent Enrollment Partnerships (NACEP) thank these generous sponsors of NACEP's 2010 conference.

## Maroon Level (\$250)

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## REGISTRATION AND GENERAL INFORMATION

### ***Conference registration desk***

The NACEP conference registration desk is located in the Atrium of the Radisson Plaza Hotel (3<sup>rd</sup> Floor). Staff will help participants check in, answer questions, and handle on-site registration. Information about Minneapolis and Saint Paul is also available at the desk.

### ***Registration desk hours***

Sunday, October 24 9:00 a.m. to 7:00 p.m.  
Monday, October 25 8:00 a.m. to 5:00 p.m.  
Tuesday, October 26 7:15 a.m. to 11:30 a.m.

### ***Name badge***

Your name badge is your entrance ticket to all conference sessions and social events. Please remember to always wear your name badge during the conference. Keep your badge until Tuesday morning in order to enter your name for door prize drawings at the end of the conference.

### ***Presentations***

All conference sessions will be held in meeting rooms on the 2<sup>nd</sup> and 3<sup>rd</sup> floor of the Radisson Plaza Hotel. Review the program schedule to confirm the time and location of your presentation.

If you have brought a flash drive to load your presentation on the conference provided laptop, please provide this to the registration staff upon arrival.

### ***Refreshments and social functions***

Continental breakfast will be available on Monday and Tuesday mornings. Coffee, tea, water, and snacks will be available throughout the conference and lunch will be provided on Monday. The New Attendees Luncheon will be held on Sunday. The reception on Sunday evening will include refreshments and a cash bar. Dinner each night is on your own; a list of recommended local restaurants is included in this program book.

### ***Cell phones and pagers***

Please turn off cell phones and pagers while in session. Also, please mute the sound on your personal laptops.

### ***First aid***

In case of an emergency, please dial 911 and contact the NACEP conference registration desk.

### ***Time zone***

The time zone in Minneapolis is central Daylight Time (CDT).

### ***Internet access***

The lobby (1<sup>st</sup> floor), Firelake Restaurant, and all guest rooms have free wireless internet access.

### ***Parking***

The following parking options are available at the Radisson Plaza Hotel:

- Self parking in the heated Plaza VII ramp directly beneath the hotel, with elevators leading to the lobby. The ramp entrance is on Seventh St. Self parking is \$19 per day Sun.-Thu. and \$6 per day after 4p.m. Fri.-Sat.
- Valet parking is available 24 hours for \$25 per day.

### ***Transportation***

#### **SuperShuttle**

SuperShuttle offers convenient shuttle service from the MSP airport terminals to area locations. Call 800-BlueVan (800-258-3826) or visit the SuperShuttle website at [www.supershuttle.com](http://www.supershuttle.com) to reserve your transportation. Shuttle service is available for approximately \$16 each way, and details are available at the airport information desk.

**Metro Transit**

Read about light rail and bus service in Minneapolis at: <http://www.metrotransit.org/>.

**To plan a trip using the bus or light rail system**

If you know where you want to go, call a transit expert at 612-373-3333 to learn your options., or use the online Trip Planner at <http://www.metrotransit.org/TripPlanner/> to see all of your options, including schedules, fares, and travel time. If you'd prefer mapping out your trip by yourself, check out the interactive map at <http://www.metrotransit.org/map/>. Click on the map to zoom in to your nearest stop and plan trips to or from that stop.

**Public transportation to the airport**

The light rail connects the airport to downtown Minneapolis. (The downtown Minneapolis station is 0.1 mile from the Radisson.)

**Special downtown bus rate**

If you're traveling strictly within the downtown Minneapolis area, ask *before you pay* about the special Downtown rate of \$0.50.

**Bus schedules**

During the day, buses run every 10 minutes; during the evening, every 15 minutes; and after 1 a.m., every hour.

**Bus and light rail fares**

Exact change is required for buses, but not for light rail.

- \$2.25 during peak time (6 a.m. – 9 a.m. & 3 p.m. – 6:30 p.m.)
- \$1.75 during off-peak time

**Taxicab Service**

Taxicabs are not normally available for pickup on the street. You may need to call a company for a pickup.

The following companies are available:

Rainbow Taxi	612-332-1615
Airport Taxi	612-721-0000
Gold Star Taxi	612-343-8888
Green & White Taxi	612-522-2222
Northwest Taxi	612-741-6600
Suburban Taxi	612-522-2222

## KEYNOTE SPEAKER

*Sunday, October 24, 2010*

*1:30 p.m.*

### ***Building Our Quality, Broadening Our Reach: A Synergy Whose Time Has Come***

*Michelle Asha Cooper, Ph.D.*

*President, Institute for Higher Education Policy*

As the leader of one of the world's premier research and policy centers, Cooper's responsibilities include development of strategic approaches that help low-income, minority, and other historically underrepresented student populations gain access to and achieve success in postsecondary education.

Cooper has held leadership positions at the Association of American Colleges and Universities, Council for Independent Colleges, and King's College. She is a recipient of the National Education Association's Excellence in the Academy New Scholar Award. She is also a member of the board of directors for College Bound, National College Access Network, and Washington Center for Internships and Academic Seminars. In 2009 she became a Forbes magazine "thought leader" and monthly contributor to its online education channel.

Cooper will challenge us to broaden the reach of our concurrent enrollment programs by sharing stories and data about strategies that have proven effective in supporting students of color, student from poverty, and first-generation college-going students. Her expertise in fostering research and innovative programmatic activities will provide a base to consider the directions this new synergy may take in concurrent enrollment.



*Michelle Asha Cooper, Ph.D.  
President, Institute for Higher  
Education Policy*

## PLENARY SESSION SPEAKERS

*Monday, October 25, 2010*

*Noon*

### *Working Successfully with Diverse Student Populations*

College Now at the City University of New York, College Connections at Jamestown Community College, and College in the Schools at the University of Minnesota-Twin Cities are three distinct concurrent enrollment partnerships, and have each adopted different strategies to improve student access and success. The session will highlight creative ideas and concrete examples for building effective inclusive programs to support success among traditionally overlooked students with college potential.



**Eric Hofmann**, director for Collaborative Programs at the City University of New York (CUNY), manages and oversees all aspects of College Now, the nation's largest urban concurrent enrollment program and CUNY's largest partnership with New York City's public schools. In 2009-2010, College Now served nearly 20,000 students from more than 350 high schools. Other CUNY Collaborative Programs in his area include a federal Gear-Up program in 11 secondary schools, a cluster of CUNY campus-based high schools, and At Home in College, a college transition program working with 850 high schools students and GED completers. Hofmann helped lead the development of College Now Foundation Courses, which introduce students early in high school to significant disciplinary concepts using exciting theme-based activities to scaffold academic reading, writing, and problem-solving strategies. He co-authored with Tracy Meade the chapter "CUNY College Now: Extending the Reach of Dual Enrollment," which appeared in *Minding the Gap: Why integrating high school with college makes sense and how to do it* (2007).



**Maria Kindberg**, a former middle school and college English instructor, currently serves as the College Connections coordinator at Jamestown Community College in Jamestown, New York. College Connections, a NACEP-accredited program, offers over 50 different courses to approximately 1500 students in 40 partner high schools each year. Kindberg also serves as president of NYCEP – New York Concurrent Enrollment Partnerships – a consortium of New York state community college concurrent enrollment professionals that promotes the value and quality of concurrent enrollment partnerships. The consortium also advocates for greater access to higher education. Kindberg is currently serving as a NACEP accreditation review team coordinator. In addition to her work in education, Kindberg has served as a Chautauqua County legislator for over 10 years.



**Barbara Hodne** is a senior teaching specialist in the Department of Postsecondary Teaching and Learning (PSTL) at the University of Minnesota. She teaches literature and writing in PSTL's First Year Experience Program, which provides student-centered, multicultural, multidisciplinary learning opportunities for a diverse population of students. She also serves as faculty coordinator for the Entry Point Project, an initiative designed to increase access to postsecondary study for students in the academic middle by offering PSTL courses as designated "entry points" for the University's concurrent enrollment program, College in the Schools.

## PLENARY SESSION SPEAKERS

*Tuesday, October 26, 2010*

*10:00 a.m.*

### ***Making the Case for Concurrent Enrollment in a Policy Context***

Would you like to retain or increase funding for your program? Are you interested in learning how to make a compelling case to state legislators and/or members of Congress about why they should support concurrent enrollment? Do you have concerns about your ability to compete with AP and other dual credit options for state support? Are you finding it a challenge to position your program effectively within a bigger college and career preparation context? If so, the closing session will provide you with a reason (besides the wonderful door prizes) to stay until the end of the conference! In the closing session, you will hear from, and have an opportunity to interact with, two speakers who will inform us about policy efforts at a state and national level and help us explore how to “make the case” for concurrent enrollment.



**Steve Kelley** is a senior fellow at the University of Minnesota’s Humphrey Institute and the director of the Center for Science, Technology, and Public Policy. He served in the Minnesota Senate from January 1997 through December 2006 and the Minnesota House of Representatives from January 1993 through December 1996. He was chair of the Senate Education Committee for four years. During his service as a legislator, Kelley served on the Executive Committee of the National Conference of State Legislatures (NCSL); co-chaired its task force on the No Child Left Behind Act; and chaired NCSL’s committees dealing with information technology and telecommunications for two years.

Before his legislative service, he was a public member of the Minnesota Board of Medical Practice from 1984 to 1992 and served one year as its president. Kelley has served on the boards of many other organizations, including Physicians Health Plan, the Citizens League, the Minnesota State Colleges and Universities Foundation, and the Sierra Club North Star Chapter.

Aside from his public service, Kelley has been a lawyer practicing commercial litigation at the Minneapolis firm of Mackall, Crounse, and Moore since 1979. He received his B.A. from Williams College, graduating cum laude, and earned his J.D. from the Columbia University School of Law.



**Jason Quiara** is a senior project manager for state policy development and advocacy at Jobs for the Future (JFF). He works to support new education pathways that combine high school and college experiences, such as early college high schools and comprehensive dual enrollment programs. Quiara’s studies state policies that scale up and sustain college-readiness strategies, particularly those that feature college-level coursework in high school, and advising policy makers about these strategies.

Prior to joining JFF, Quiara served as director of policy and research for the New England Board of Higher Education and directed the College Ready New England Initiative. With lead support from the Nellie Mae Education Foundation, the initiative aimed to improve state policies and promote programs that increase educational attainment and college-readiness for underserved students across New England. He began at the board as a policy fellow while completing his Master’s in education policy and management from the Harvard Graduate School of Education. Quiara holds B.A.s in history and philosophy from Boston College.

Quiara’s passion for working in the field of education was shaped largely by interactions with low-income youth while serving as a residential counselor with Boys Hope Girls Hope of Southern California.

# DETAILED PROGRAM

## Sunday, October 24

**12:15**      *New Attendees Luncheon*      **Fjord V**

**1:15**      **Break**

**1:30**      *Conference Welcome and Keynote*      **Scandinavian**  
**Ballroom**

### **Welcome**

Ted Ungricht, president, NACEP

### **Keynote**

#### **Building Our Quality and Broadening our Reach: A Synergy Whose Time Has Come**

*Michelle Asha Cooper*, President of the Institute for Higher Education Policy

Cooper will challenge us to broaden the reach of our concurrent enrollment programs by sharing stories and data about strategies that have proven effective in supporting students of color, students from poverty, and first-generation college-bound students. Her expertise in fostering research and innovative programmatic activities will provide a base to consider the directions this new synergy may take in concurrent enrollment.

**3:00**      *Breakout Sessions I*

#### **Ensuring Postsecondary Integrity through Active Collaboration**

**Fjord I & II**

*Thomas Bacig*, professor emeritus and faculty liaison, College in the Schools, University of Minnesota-Duluth; Minnesota concurrent enrollment teacher *Dan Naslund*, Cloquet Senior High School; and *Barbara Perushek*, director of College in the Schools, University of Minnesota-Duluth (UMD)

Presenters from the UMD College in the Schools (CITS) Program discuss what they have learned by designing, facilitating, and participating in continuing active collaboration offering a Cultural Studies Romanticism and Revolutions course.

#### **A Comparison of the Enrollment and Academic Success of Dual**

**Fjord III**

#### **Credit and Non-Dual Credit Students at Des Moines Area Community College**

*Randy Mead*, exec. dean of program development, Des Moines Area Community College, Iowa

The objective of the study was to determine if dual credit students at Des Moines Area Community College had similar demographics, within-term course retention, and academic success as non-dual credit students. It also set out to determine the impact of independent variables upon success for both groups of students.

*Sunday, October 24 (continued)*

**3:00 Professional Development that Really MATTERS Fjord IV**

*Toni McNaron*, professor emeritus and faculty liaison, College in the Schools, University of Minnesota-Twin Cities with Minnesota concurrent enrollment teachers *John Eret*, Centennial High School; *Aaron Hoiland*, Le Center High School; *Ann Moeller*, New Ulm Cathedral High School; and *Rita Anderson*, Eagan High School

College in the Schools (CIS) staff development differs from conventional K-12 workshops, because it is discipline-specific, collegial, and on-going and continuous. In the cohort of CIS instructors teaching English literature, these factors foster a deep understanding of literary theory and the honing of pedagogical skills.

**Continue the Conversation with Michelle Cooper Fjord V**

*Michelle Asha Cooper*, president of the Institute for Higher Education

**Safeguarding Your CEP through Advocacy Minnesota Room**

*Ted Leahey*, director of Advance College Project, Indiana University, Bloomington

Working with university government relations liaisons, Departments of Education, Higher Education Commissions and the legislature is vital for concurrent enrollment programs in the current climate that advocates dual credit and K-16 planning. The session will acquaint you with the framework for such partnerships and provide a discussion of pitfalls and successes.

**3:50 Break**

**4:00 Breakout Sessions 2**

**Collaboration is the Key: Making Concurrent Enrollment Policy Changes in Oklahoma Fjord I & II**

*Vicki Simmons*, concurrent enrollment program coordinator, Tulsa Public Schools, Oklahoma

Through a collaborative effort between the Tulsa County P-20 Council, Tulsa Community College, Tulsa Public Schools, and Union Public Schools the tides are beginning to change regarding concurrent enrollment policies set by the Oklahoma State Regents for Higher Education. The proposed policy changes were submitted in the form of a pilot program which would provide greater access to concurrent enrollment courses as well as align the current policies with national concurrent enrollment standards.

*Sunday, October 24 (continued)*

**4:00**

**Effective Survey Methods**

**Fjord III**

*Dr. Robert Loveridge*, director, Institutional Research and Information, Utah Valley University and *Geoff Matthews*, senior research analyst, Utah Valley University

Dr. Robert Loveridge and Geoff Matthews have been working with Utah Valley University's concurrent enrollment program for the past two years conducting survey research. They have developed a highly effective methodology for obtaining high return rates and ensuring reliability in their results. This session will cover the methodologies used, how data is analyzed, and costs involved.

**Faculty Conferences, Collaborations, and Entitlements  
for CEP/Dual Credit Partners**

**Fjord IV**

*Kevin Kinghorn*, faculty liaison, University of Missouri-Kansas City with Missouri concurrent enrollment teachers *Richard Daut*, Nevada High School; *Tammie Florience-Williams*, Ruskin High School; *Deborah Haus*, Belton High School; *Cassandra Pennington*, University Academy; and *Djana Trofimoff*, Concurrent Southwest Early College Campus

A panel of five high school faculty who serve without compensation as adjunct faculty for the High School/College Partnerships dual credit program at the University of Missouri-Kansas City will present their experiences and perspectives. Ample time is reserved for Q&A.

**Supporting Middle-Achieving High  
School Students in College Courses**

**Fjord V**

*Elisabeth Barnett* and *Kathy Hughes* are researchers at Teachers College, Columbia University, specializing in dual enrollment and community colleges.

Middle-achieving dual enrollment students generally need supports to be successful. In this presentation, two studies will be highlighted. One looks at the supports offered to career-technical students, emphasizing the challenges in their implementation. The other is a case study of an exemplary early college high school with strong student supports.

**Effective Advocacy: Perspectives from the Policy Makers**

**Minnesota Room**

*Mary Lenhardt*, school and legislative liaison, College in the Schools, University of Minnesota-Twin Cities; *Susan Henderson*, director, College in the Schools, University of Minnesota-Twin Cities; *Minnesota Senators Patricia Torres Ray and Sandy Rummel*; *Minnesota Representatives James Davnie and Will Morgan*

How can you get the attention of busy lawmakers? Join a discussion with members of the Minnesota legislature about successful advocacy with policy makers. College in the Schools-Twin Cities staff will share how they connected with legislative education committee members. Insights, plans, practices are applicable nationwide.

*Sunday, October 24 (continued)*

**4:50 Break**

**5:00 *Breakout Sessions 3***

**EDU 250, Introduction to Teacher Education: Case Study of a  
Concurrent Enrollment Partnership**

**Fjord I & II**

*Barbara Kacer*, faculty liaison and instructional designer, Western Kentucky University, Bowling Green and *Dewayne Neeley*, concurrent enrollment program coordinator, Division of Extended Learning and Outreach, Western Kentucky University, Bowling Green

A description of how one course has developed from its inception in 2004 to today. Discussion of how staff work toward maintaining academic integrity, providing meaningful professional development for concurrent enrollment teachers, and recruiting a diverse student population.

**Analyzing and Using Results from NACEP One-year  
and Four-year Surveys**

**Fjord III**

*Robert Loveridge* director of institutional research and information, Utah Valley University and *Geoff Matthews*, senior research analyst, Utah Valley University

Concurrent enrollment was introduced at Utah Valley University (UVU) to allow high school students to earn college credit before graduation. A secondary purpose was to give students who otherwise would not attend college an opportunity to take college-level classes, which may motivate them to attend college after graduation. This session reports findings from two student surveys conducted at UVU about the achievement of the second goal, namely, using concurrent enrollment to motivate students who were not planning to go to college to change their plans and go to college.

**Website Development for Concurrent Credit: Custom  
Tools for Added Communication**

**Fjord IV**

*Benjamin Earwicker*, assistant professor of Spanish and Latin American Studies, Northwest Nazarene University, Idaho and *Dennis Waller*, NACEP four-year private institution representative and director of Concurrent Credit Program, Northwest Nazarene University, Idaho

“Website Development for Concurrent Credit” continues themes of a 2009 presentation, “Creating an Online Faculty Mentor Website.” An advanced workshop in developing and managing independent content management system (CMS) web pages, this presentation will provide specific case studies of web use in the concurrent credit context and its effect on mentor-teacher relationships.

*Sunday, October 24 (continued)*

**5:00**                    **What's in a Database? Marketing, Management, Accountability**                    **Fjord V**

*Susan Henderson*, director of College in the Schools, University of Minnesota-Twin Cities and *Cynthia Tidball*, data manager for College in the Schools, University of Minnesota-Twin Cities

NACEP, your college dean, stakeholders, prospective partners—they all want and need information about your concurrent enrollment program. You need it to run your program effectively and efficiently. This session will demonstrate how an Access database provides the tools College in the Schools needs for marketing efforts, making budget projections, reporting on student outcomes, and demonstrating quality assurance processes.

**Momentum in Washington for Federal Recognition of Dual Enrollment**                    **Minnesota Room**

*Adam Lowe*, executive secretary, National Alliance of Concurrent Enrollment Partnerships

Dual enrollment has finally found proponents in Congress and the Obama/Duncan administration, who have included it in proposed legislation, budgets, and policies. Find out the latest on plans to include dual enrollment in the Elementary and Secondary Education Act reauthorization and the FY2011 education budget, and what you can do.

**NACEP National Standards**                    **New Sweden Room**

*Jan Erickson*, NACEP accreditation committee chair and associate director of College in the Schools, University of Minnesota-Twin Cities; *Sandra Gonzalez*, concurrent enrollment program director, Schenectady County Community College, New York; *Ted Leahey*, director of Advance College Project, Indiana University, Bloomington; and *Loralee Stevens*, assistant dean of Community Outreach, Johnson County Community College, Kansas

New to NACEP? Learn about NACEP national standards. Standards-based practices are the defining features of outstanding concurrent enrollment programs and the basis for NACEP accreditation. Colleagues will discuss tangible results of instituting NACEP standards—useful data, quality partnerships, sustainable professional development, and more.

**5:50**                    **Reception**                    **Denmark Commons**

*Ted Ungricht*, NACEP president; *Jan Erickson*, NACEP accreditation committee chair; *Scott Olson*, senior vice chancellor for academic and student affairs, Minnesota State Colleges and Universities

Join your colleagues for appetizers, live music, and a cash bar. NACEP-accredited institutions will be recognized during the reception.

**7:15**                    After the reception dine on your own with colleagues – or sign up at the reception desk to join a group dinner at a local restaurant.

## Monday, October 25

**8:00**            **Continental Breakfast**

**8:50**            **Break**

**9:00**            ***Breakout Sessions 4***

**A New Model for Faculty Collaboration: Ensuring  
Rigorous Curriculum and Assessment in Dual Credit Courses**

**Fjord I & II**

*Lisa Goodnight*, professor of communication and coordinator for dual credit, Purdue University-Calumet; *Eric Ban*, principal, Crown Point High School, Indiana; and *Chip Pettit*, dean of students and project manager, Crown Point High School, Indiana

Purdue University-Calumet and Crown Point High School piloted a dual credit program to ensure rigorous curriculum and assessment. Faculty collaborated to develop high school/university courses for dual credit. An integral aspect was implementing assessment of student learning. Objective assessment tools and blind grading to determine inter-rater reliability were developed.

**Limited Budget? You Can Still Run a Quality Program**

**Fjord I**

*Sandra Gonzalez*, NACEP secretary and concurrent enrollment program manager, Schenectady County Community College, New York

It can seem difficult to obtain or maintain the standards of a quality program in an era of shrinking budgets. This interactive sharing session will look at the different areas of operating a concurrent enrollment program with an eye to cost-saving measures that still yield desired outcomes.

**What Does Enhanced Dual Enrollment Look Like?**

**Fjord IV**

*Dr. Cecilia Cunningham*, executive director of the Middle College National Consortium at LaGuardia Community College, New York; and *Robert Baird*, vice president for school-University partnerships, Woodrow Wilson National Fellowship Foundation, New Jersey

Early Colleges have demonstrated promising results, bringing first generation, underserved minority students up to grade level and preparing them to succeed in postsecondary education, but are not easily scalable. Dual enrollment is easier to scale, but must be structured with college-ready experiences before and support during the dual enrollment.

*Monday, October 25 (continued)*

**9:00**

**Who Are We Anyway?**

**Fjord V**

*Gillian Thorne*, NACEP research committee chair, executive director of the Office of Early College Programs, and director of UConn Early College Experience, University of Connecticut; and *Brenna Kelleher*, Early College program administrator, University of Connecticut

Data about concurrent enrollment programs gathered through a new NACEP survey will be presented. The survey is descriptive of concurrent enrollment programs regardless of their accreditation status. Discussion will focus on data that support access and academic rigor across student populations. Modifications and additions to the survey will be considered.

**Changing Demographics – Concurrent Enrollment’s  
Role in Educational Equity**

**Minnesota Room**

*Jessica Rowe*, dual enrollment specialist, Minnesota Department of Education and *Amanda Ziebell-Finley*, advocate, Minnesota Minority Education Partnership

This session will provide a portrait of Minnesota’s concurrent enrollment programs, partnerships, and participants. How do Minnesota’s demographic changes intersect with concurrent enrollment programs, policies, and practices to ensure equitable opportunities for underrepresented students? Learn about current initiatives, research, and opportunities occurring in Minnesota and nationally and find out how sites can use current data to identify underserved students.

**The Vital Role of a Liaison**

**New Sweden Room**

*Brandon Kowallis*, faculty liaison for Visual Art, Salt Lake Community College, Idaho

One of the most important components of any good concurrent enrollment program is the faculty liaison. See what one of the largest concurrent enrollment programs in the nation is doing to ensure quality in the classroom. Discover six reasons why no program can thrive without faculty liaisons, and then learn five essential tools for effectively evaluating the quality of a concurrent enrollment course.

**9:50**

**Break**

*Monday, October 25 (continued)*

**10:00            *Breakout Sessions 5***

**Strong Relationships = A Strong Program**

**Fjord I & II**

*Marilyn Senter*, professor of composition and children’s literature and faculty liaison, Johnson County Community College, Kansas and *Sherry Unruh*, concurrent enrollment teacher and high school liaison, Blue Valley Northwest High School, Kansas

Developing solid working relationships with high school partners involves getting to know our instructors and letting them get to know us—their postsecondary colleagues. Site visits and professional development events are some of the ways we do this. We will present survey findings from our high school instructors regarding what currently works and what might not work regarding those events and site visits, and what they need and would like to get from the college liaisons in order to make this relationship most meaningful and productive.

**Conducting NACEP Student Surveys via  
Postal Mail and the Web**

**Fjord III**

*Karl Madeo*, director of CollegeNow, Tompkins-Cortland Community College, New York and *Julie Williams*, NACEP communication committee chair and director of evaluation and communication for College in the Schools, University of Minnesota-Twin Cities

Are you frustrated by a low response rate to student surveys? Are you nervous about the prospect of writing a survey analysis? Does the NACEP student survey standard intimidate you? Karl Madeo and Julie Williams will share proven strategies for improving response rates to surveys and will provide samples of reports to help you analyze and organize your data. Both web and postal mail surveys will be discussed. This workshop is for programs that want to gather student feedback using the NACEP student alumni surveys, whether applying for accreditation or not.

**Flexibility and Effectiveness of a Hybrid-Format  
Professional Development Workshop**

**Fjord IV**

*Thomas Michaels*, professor of horticultural science and director of the Master of Professional Studies program, University of Minnesota-Twin Cities

High school teachers who were preparing to instruct a hybrid format undergraduate plant science course enrolled in a hybrid format professional development workshop. This workshop format provided flexibility in scheduling and challenged teachers to engage with the same online and face-to-face exercises that their students would later confront.

*Monday, October 25 (continued)*

**10:00**                    **Aligning High School Courses and Post-secondary Courses So Students are Prepared to Move from One to the Other**                    **Fjord V**

*Mary Dahle*, White Bear Lake High School 2010 Teacher of the Year, White Bear Lake, Minnesota

This session will discuss how the cooperation between one high school and its local university through concurrent education classes has influenced the high school's curriculum and prepared students for the post-secondary education experience. Although the case discussed will be about Spanish, this situation is applicable to other languages and disciplines.

**Understanding State Policy Environments**                    **Minnesota Room**  
**Regarding Concurrent Enrollment**

*Jennifer Brown Lerner*, senior director, American Youth Policy Forum, Washington, D.C.

This interactive session will help participants explore the policy environment regarding concurrent enrollment in their state to deepen their understanding of their state's framework to support dual credit opportunities. By highlighting state efforts to improve the policy environment to support the sustainability and growth of a variety of dual credit mechanisms, participants can expect to discover concrete strategies for concurrent enrollment programs to engage with policymakers.

**Accreditation Reviewers Meeting**                    **New Sweden Room**

*Jan Erickson*, NACEP accreditation committee chair and associate director of College in the Schools, University of Minnesota-Twin Cities

This meeting is for all current accreditation reviewers.

**10:50**                    **Break**

**11:00**                    ***Breakout Sessions 6***

**Hybrid Course: What Does the High School Teacher Do?**                    **Fjord I & II**

*Kara Osmundson*, concurrent enrollment teacher and staff development coordinator, Shakopee High School, Minnesota; and *Randy Fletcher*, associate professor of psychology and faculty liaison, University of Minnesota-Twin Cities

University of Minnesota's Psychology 1001 concurrent enrollment course is a hybrid design with lectures delivered by University faculty streaming online to high school students. So what does the teacher do?! Join a panel of teachers and former students to learn how we're developing academic skills to build college readiness.

*Monday, October 25 (continued)*

**11:00                      Research and Program Evaluation Roundtable                      Fjord III**

*Gillian Thorne*, NACEP research committee chair, executive director of the Office of Early College Programs, and director of UConn Early College Experience, University of Connecticut; and *Brenna Kelleher*, Early College program administrator, University of Connecticut

This session will feature a discussion regarding the state of research on dual and concurrent enrollment and the role of program evaluation in continuous improvement. Participants will be expected to give input into how NACEP should continue to advance the field of research and support its member programs.

**Fostering Effective Professional Development                      Fjord IV  
Through On-Going Teaching Workshops**

*Susan Perala-Dewey*, professor of Writing Studies and faculty liaison, University of Minnesota-Duluth (UMD); *Barbara Perushek*, director of College in the Schools and former high school English teacher, University of Minnesota-Duluth; with Minnesota concurrent enrollment teachers *Ivy Church*, Cook County High School and *Stuart Sorenson*, Duluth East High School

Presenters from the UMD College in the Schools (CITS) Writing Studies Program discuss what they have learned by designing, facilitating, and participating in ongoing professional development workshops for area writing teachers.

**Income Effects on Concurrent enrollment Participation:                      Fjord V  
The Case Study of University of Connecticut Early College Experience**

*Brian Boecherer*, associate dean of UConn Early College Experience, University of Connecticut

This session looks at the effects of income on participation in UConn Early College Experience. The study shows that as income increases in the most affluent areas of Connecticut participation decreases. Conversely, the middle income high schools have strong participation and the lower income areas have relatively strong concurrent enrollment program participation.

**Developing a Successful Program in a Small School District                      Minnesota Room**

*Bonnie Spohn*, media specialist and concurrent enrollment teacher in Literature and Speech, Eden Valley-Watkins High School, Minnesota; and *Larry Peterson*, superintendent and principal, Eden Valley-Watkins High School, Minnesota

Although we have a school population of only 400 students in grades 7-12, our students have the opportunity to graduate with 39 college credits. Classroom teachers, administrators, and community members all contribute to the success of this program.

*Monday, October 25 (continued)*

**11:00**                    **The SU Pilot: Standards-based CEP Development and a**                    **New Sweden Room**  
**Web-based Reaccreditation Application**

*Jan Erickson*, NACEP accreditation committee chair and associate director of College in the Schools, University of Minnesota-Twin Cities; *Jerry Edmonds*, director of Project Advance, Syracuse University, New York; and *Avinash Kadaji*, Project Advance program administrator, Syracuse University, New York

Learn how the “Grandfather of Concurrent Enrollment,” Syracuse University has built on their NACEP standards-based practices after accreditation and developed a web based system to apply to become reaccredited. The session will cover key standards-based program development (highlight particular practices), centralized systems to document the practices, as well as thinking through application development. Project Advance’s innovation and foresight provides us with unique insight into building program practices and reaccreditation preparation and fulfillment.

**11:50**                    **Break**

**12:00**                    ***Buffet Luncheon and Plenary Session***                    **Scandinavian**  
**Ballroom**

**Working Successfully with Diverse Student Populations**

*Maria Kindberg*, College Connections, Jamestown Community College, New York; *Eric Hofmann*, College Now, City University, New York; and *Barbara Hodne*, College in the Schools, University of Minnesota-Twin Cities

**2:15**                    **Break**

**2:30**                    ***Breakout Sessions 7***

**Building Integrity through Faculty Support**                    **Fjord I & II**

*Kelly Stout*, Middle College director, Trine University, Indiana; and *Jean Deller*, assistant vice president of academics, Trine University, Indiana

This session will describe how a new CEP began with relationship building in the university faculty. This session will provide tips on the roles of the faculty, show how the program is reported to the Faculty Senate, and provide effective practices in involving the university faculty in the high school classroom.

*Monday, October 25 (continued)*

**2:30                      Using Banner Reporting to Maximize CEP Communications                      Fjord III**

*Spencer Childs*, NACEP government relations committee chair and concurrent enrollment program administrator, Utah Valley University; *Ted Ungricht*, NACEP president and director of concurrent enrollment, Utah Valley University; and *Ryan Burton*, concurrent enrollment program administrator, Utah Valley University

Learn how using Banner reporting has helped Utah Valley University's concurrent enrollment program improve communication between students, instructors, departments, counselors and administrators. Banner provides a wealth of reporting tools that assists with gathering mailing addresses, providing admissions data, missing grades, daily enrollments—all of which are used to develop a comprehensive communication and analysis plan.

**Find a Way Management: Maintaining Strong Partnerships in Lean Times                      Fjord IV**

*Jill Abbott*, dean, Minnesota State Community and Technical College

This session will offer practical examples of strategies that contribute to effective partnerships. Session participants will hear the ups and downs from the perspective of a growing program. Participants will discuss ideas and strategies for continuing to find a way to manage concurrent enrollment partnerships and resources in lean times.

**Easing the Transition: Making CEP Doable for Students in the Academic Middle                      Fjord V**

*Barbara Hodne*, concurrent enrollment faculty liaison for writing, University of Minnesota-Twin Cities; and *Hinok Yacob*, concurrent enrollment program alumnus, Saint Olaf College, Minnesota; with Minnesota concurrent enrollment teachers *Sharon Cormany Ornelas*, Minneapolis Edison High School and *Kaye Peters*, Saint Paul Central High School

Colleges offer considerable academic support (TAs, supplemental instruction, peer tutoring, etc.). Without such supports, students in the academic middle will likely struggle. We offer two approaches to easing concurrent enrollment students' transition to college-level study: coaching students on self-assessment and teaming with academic support programs like AVID (Achievement through Individual Determination).

*Monday, October 25 (continued)*

**2:30**                      **Unity Builds Credibility for Concurrent Enrollment**                      **Minnesota Room**

*Fabiola Juarez-Coca*, director of concurrent enrollment, Boise State University, Idaho

When concurrent enrollment programs in a state become a united group, sharing best practices and support for each other, they gain more than a partnership – they gain credibility in the eyes of all stakeholders. This presentation will discuss the partnership that has been developed by the concurrent enrollment programs in the state of Idaho over the past five years. The partnership has resulted in regular annual meetings, a state-wide informational brochure, and added credibility with state agencies and school administrators. A framework will be shared on how a state can develop its own partnership using Idaho as a model. When the coordinators of concurrent enrollment programs work together, others take notice. For Idaho, it has meant added support by university administrators, state education departments, and school districts, as well as parent and students.

**Rural Students' Reflection on CEP's College Skill Development**                      **New Sweden Room**

*Wanda Synstelién*, professor of English and faculty liaison, Southwest Minnesota State University

Recognizing that rural students are less likely to attend college than their urban counterparts, the researcher utilized focus groups to ask past rural concurrent enrollment students who are currently enrolled college students what they found most valuable in a CEP course and what changes need to be made.

**3:20**                      **Break**

**3:30**                      ***Breakout Sessions 8***

**Inviting More Stakeholders to the Table:**                      **Fjord I & II**  
**High School Discipline-Specific Liaisons**

*Loralee Stevens*, asst. dean of community outreach, Johnson County Community College (JCCC)

This year JCCC's College Now program added a new role within the structure of our concurrent enrollment program. Through a nomination and selection process, we created the position of the High School Discipline-Specific Liaison. In this session we will discuss the process thus far (the liaisons started their new role August 2010) and the ways this new role immediately and positively impacted our program. Example materials will be shared.

*Monday, October 25 (continued)*

**3:30**

**Recruiting and Serving Students in the Academic Middle in Dual Enrollment Programs**

**Fjord III**

*Elisabeth Barnett*, researcher for the National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, New York

The Middle College National Consortium (MCNC) develops small high schools that allow traditionally underserved students to graduate from high school with 1-2 years of college credit earned. This presentation will focus on their efforts to recruit students with low/middle 8th grade test scores and insure their success in college courses.

**Professional Development and Teacher Resources**

**Fjord IV**

*Ted Leahey*, director of Advance College Project, Indiana University, Bloomington; and *Deanna Jessup*, Advance College project administrator, Indiana University, Bloomington

At Indiana University, the Advance College Project (ACP) offers professional development tailored to each content area. ACP's content-specific training seminars, yearly review workshops, and graduate course funding all focus on professional development to further the content knowledge and pedagogy of our teachers.

**Increasing Concurrent Enrollment Opportunities for Career and Technical Education Students in Programs of Study**

**Fjord V**

*Erika Volker*, director, Partnerships for Innovation, Nebraska

Nebraska has conducted Visioning Forums and Standards Revision Workshops for four of the 16 Career Cluster areas to increase concurrent enrollment opportunities for students in Career and Technical Education, state approved Programs of Study. Participants will walk through the process and learn how this activity has been a catalyst for the state to move to statewide standards and practices.

**Surviving Regional Accreditation: Preparing for a Site Visit Focusing on Concurrent Enrollment**

**Minnesota Room**

*Tim Wilkerson*, College Pathways coordinator, Community College of Aurora, Colorado  
*Adam Lowe*, NACEP executive secretary

Once virtually ignored by the six regional postsecondary accrediting agencies, concurrent enrollment has recently caught their attention. Hear about situations that trigger review by the regional institutional accreditors, and the Community College of Aurora's experience with an April 2010 site visit from the Higher Learning Commission.

*Monday, October 25 (continued)*

- 3:30**                    **Guide to Conducting a Self Study for NACEP Accreditation**                    **New Sweden Room**  
*Jan Erickson*, NACEP accreditation committee chair and associate director, College in the Schools, University of Minnesota-Twin Cities; *Becky Carter*, mathematics-science program specialist, University of Indiana, Bloomington; *Laurie Wood*, English and literature associate professor and faculty liaison, Utah Valley University; and *Peggy Sadler*, NACEP two-year institutional representative and concurrent enrollment program director, Salt Lake Community College, Utah
- Gain perspectives on standards-based practice documentation from experienced concurrent enrollment program (CEP) personnel. The panel will discuss the intent of NACEP standards as well as illustrative documentation. Learn how structuring CEP-faculty communications can aid the process of conducting a self study, tips on collecting materials, how to determine if the self-study materials reflect your practice, and more. If your CEP program is considering applying for accreditation or reaccreditation, join us.
- 4:20**                    **Break**
- 4:30**                    ***NACEP Business Meeting***                    **Scandinavian Ballroom**
- 6:00 or later**      Visit one of the fine restaurants in Minneapolis—on your own, with colleagues, or as part of one of the group dinners. Sign up for group dinners at the registration desk.

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**2009-10 NACEP BOARD OF DIRECTORS**

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Salt Lake Community College

## Tuesday, October 26

7:15 Continental Breakfast and Committee Meetings

8:00 ***Breakout Sessions 9***

### **Building Partnerships, Building Programs**

**Fjord I & II**

*Mary Anna Violi*, Advance College Project director, Indiana University-South Bend; and *Kelly McCalla*, dean of Liberal Arts and Sciences, Central Lakes College, Minnesota

This presentation will share insights gained by Central Lakes College in recreating a concurrent enrollment program after a 10-year hiatus, and by Advance College Project, a well-established concurrent enrollment program that has forged many relationships with high school teachers, administrators, and guidance counselors. Learn about the strategies these programs have used to develop and nurture the relationships and create truly value-added partnerships for both the high schools and the colleges.

### **Best Practices for Two-year Colleges (Open Discussion)**

**Fjord III**

*Peggy Sadler*, NACEP two-year institutional representative and concurrent enrollment program director, Salt Lake Community College, Utah

Discussion of issues relevant to two-year institutions chosen by the assembled attendees. Topics may include: student eligibility, academic advising, teacher eligibility, professional development, working with partners outside and within the college. Bring questions and best practices to share.

### **The Interactive University: Using Technology to Link High Schools and Universities in an Interactive Partnership**

**Fjord IV**

*Louise Swetland Larson*, technology coordinator for Early College Programs, University of Connecticut

Webcasts, together with course management software, show great potential for linking high schools and universities in a deeper partnership, bringing university resources to high schools in a way that captures students' interests through modern media.

### **College for All: College-connected Designs in Two School Districts in Southern Texas**

**Fjord V**

*Janet Santos*, researcher on blended educational models, Jobs for the Future

School districts in southern Texas have aggressively expanded college-credit-in-high-school options to prepare all students for postsecondary and career success. This presentation provides an overview of these efforts, including programmatic approaches to implementation design, and the partnerships fostered among postsecondary institutions and school districts. Strengths and limitations of the policy environment will be presented, as well, to how local education agencies make the most of a state's policy environment to create, sustain, and expand college-credit-in – high-school options to more students, including struggling learners and returning dropouts.

*Tuesday, October 26 (continued)*

**8:00**                    **Building a Web-based Accreditation Application: Tale of Two CEP's Experience**                    **Minnesota Room**

*Jan Erickson*, NACEP accreditation committee chair and associate director of College in the Schools, University of Minnesota-Twin Cities; *Duane Doyle*, division chair for Mathematics, Science, and Occupational Studies, Arkansas State University-Newport; *Ike Wheeler*, division chair of University Studies, Arkansas State University-Newport; *Karl Madeo*, director of College Now, Tompkins-Cortland Community College, New York

Building a NACEP accreditation application that reflects your program, is “reviewer friendly,” and provides lasting documentation requires foresight, ingenuity, and a bit of technological know-how. Join us to learn how two programs built their web-based applications. Gain tips about the preparation, organization, and document preparation involved; see a demonstration of how the application works and consider the advantages of a web-based application.

**8:50**                    **Break**

**9:00**                    ***Breakout Sessions 10***

**Mathematical Modeling for the Academic Middle**                    **Fjord I & II**

*Susan Staats*, associate professor, Dept. of Postsecondary Teaching and Learning, University of Minnesota-Twin Cities

A University of Minnesota algebra class designed around principles of mathematical modeling provides a college experience for students in the 60th to 80th percentiles of their high school classes. The faculty liaison and participating teachers for this Entry Point CIS class will lead discussions on sample models, pedagogies, and student support strategies.

**From Some, To Many, To All: College and Work Readiness**                    **Fjord III**

*Judith Tomczik*, gifted and talented program coordinator, Shakopee High School, Minnesota and *Jim Murphy*, Shakopee High School, Minnesota

Using the books *College Knowledge* and *Redefining College Readiness*, high school educators collaborated to ensure that students taking concurrent enrollment courses received the knowledge and skills necessary for success at the next level. Now educators are using that information to create a college-going culture that embraces all students.

*Tuesday, October 26 (continued)*

**9:00**                    **Elements for Effective Professional Development**                    **Fjord IV**

**Workshops: Students, Faculty Best Practices, and Technology**

*Jan Waller*, dean of Academic Affairs, Liberal Arts, and Science, Riverland Community College, Minnesota; and *Bill Dowden*, concurrent enrollment program administrator, Riverland Community College, Minnesota

If we have learned anything through offering numerous workshops for concurrent high school faculty and their college mentors, it is that we need to include students, faculty best practices and technology into our sessions. The workshop evaluations continue to reveal that these critical elements help to create successful workshops.

**Library Literacy Skills for Remote CEP Schools**                    **Fjord V**

*Maria Brandt*, reference and interlibrary loan librarian, Southwest Minnesota State University and *Wanda Synsteliën*, English professor and faculty liaison, Southwest Minnesota State University

A librarian and an English professor from the same four-year rural institution will discuss the challenges and solutions to ensuring quality literacy skills are gained by isolated rural concurrent enrollment students in Minnesota.

**Best Practices for Four-year Institutions (Open Discussion)**                    **Minnesota Room**

*Ginger Ramsden*, NACEP four-year public institutional representative and College Achievement Program, University of Southern Indiana; *Rebecca Carter*, mathematics-science program specialist for Advance College Project, Indiana University, Bloomington; and *Jaclyn Dumond*, program coordinator for College Achievement Program, University of Southern Indiana

Discussion of issues relevant to four-year institutions chosen by assembled attendees. Representatives from two institutions will facilitate audience discussion. Topics include student/teacher eligibility; admission and registration; professional development; developing/maintaining positive relationships with partners; and issues related to revised NACEP standards. Attendees are encouraged to share questions and best practices.

**9:50**                    **Break**

Tuesday, October 26 (continued)

10:00

### ***Plenary Session***

Scandinavian Ballroom

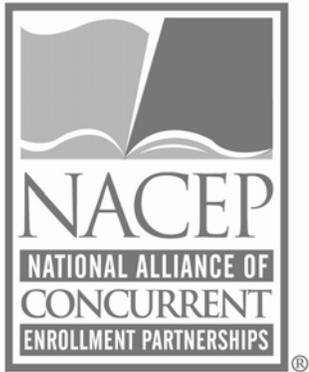
#### **Making the Case for Concurrent Enrollment in a Policy Context**

*Jason Quiara*, senior project manager, Jobs for the Future and *Steve Kelley*, senior fellow and director, Center for Science, Technology and Public Policy, Humphrey Center for Public Affairs, University of Minnesota-Twin Cities

Would you like to retain or increase funding for your program? Are you interested in learning how to make a compelling case to state legislators and/or members of Congress about why they should support concurrent enrollment? Do you have any concerns about your ability to compete with AP and other dual credit options for state support? Are you finding it a challenge to position your program effectively within a bigger college and career preparation context? If so, the closing session will provide you with a reason to stay until the end of the conference! In this session, you'll hear from and interact with two speakers who will inform us about policy efforts at a state and national level and help us explore how to "make the case" for concurrent enrollment.

11:15

### ***Conference Closing***



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## **MEMBERSHIP IN NACEP**

*Join a growing alliance of professionals committed to making academically rigorous college classes available to high school students*

*Become a member at [www.nacep.org](http://www.nacep.org)*

#### ***NACEP members benefit from:***

- A network of educators and advocates from other institutions and organizations participating in concurrent enrollment partnerships
- Excellent professional development and national standards to help guide program development
- Access to research and current information about national trends affecting concurrent enrollment
- Resources designed to bolster legislative initiatives
- Opportunities to join in the national conversation about concurrent enrollment
- An option to seek NACEP accreditation

#### ***Categories of Membership and Membership Fees:***

**Post-Secondary Institutions:** Public or private postsecondary institution supporting the NACEP mission—  
\$450/year

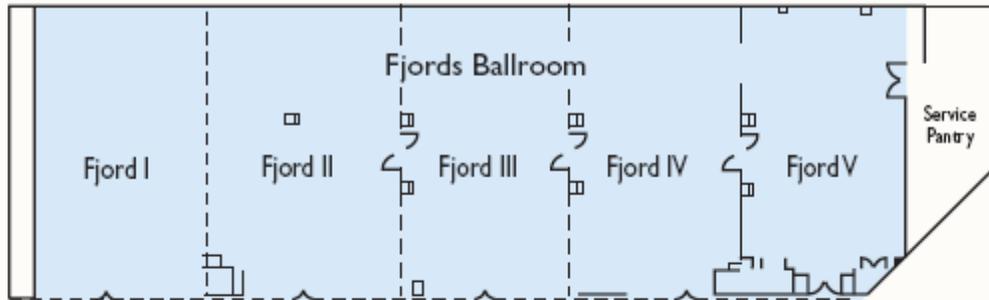
**Partner:** Secondary institution, government/state agency or professional organization supporting the NACEP mission—  
\$125/year

**Individual:** Any individual (not affiliated with a post-secondary or partner institution) who supports the NACEP mission—\$50/year

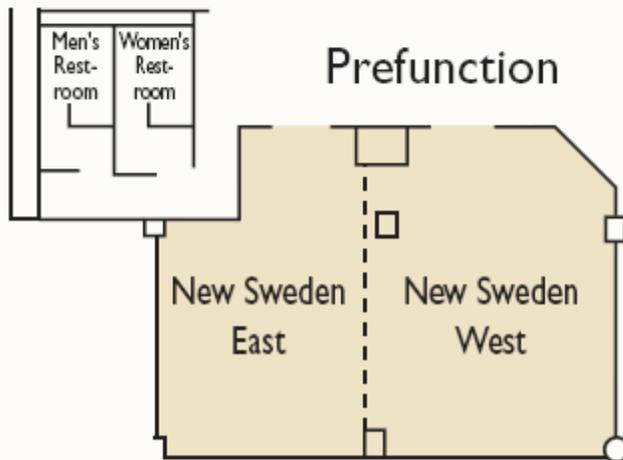
**Emeritus:** *No membership fee*

# RADISSON PLAZA HOTEL FLOOR PLANS

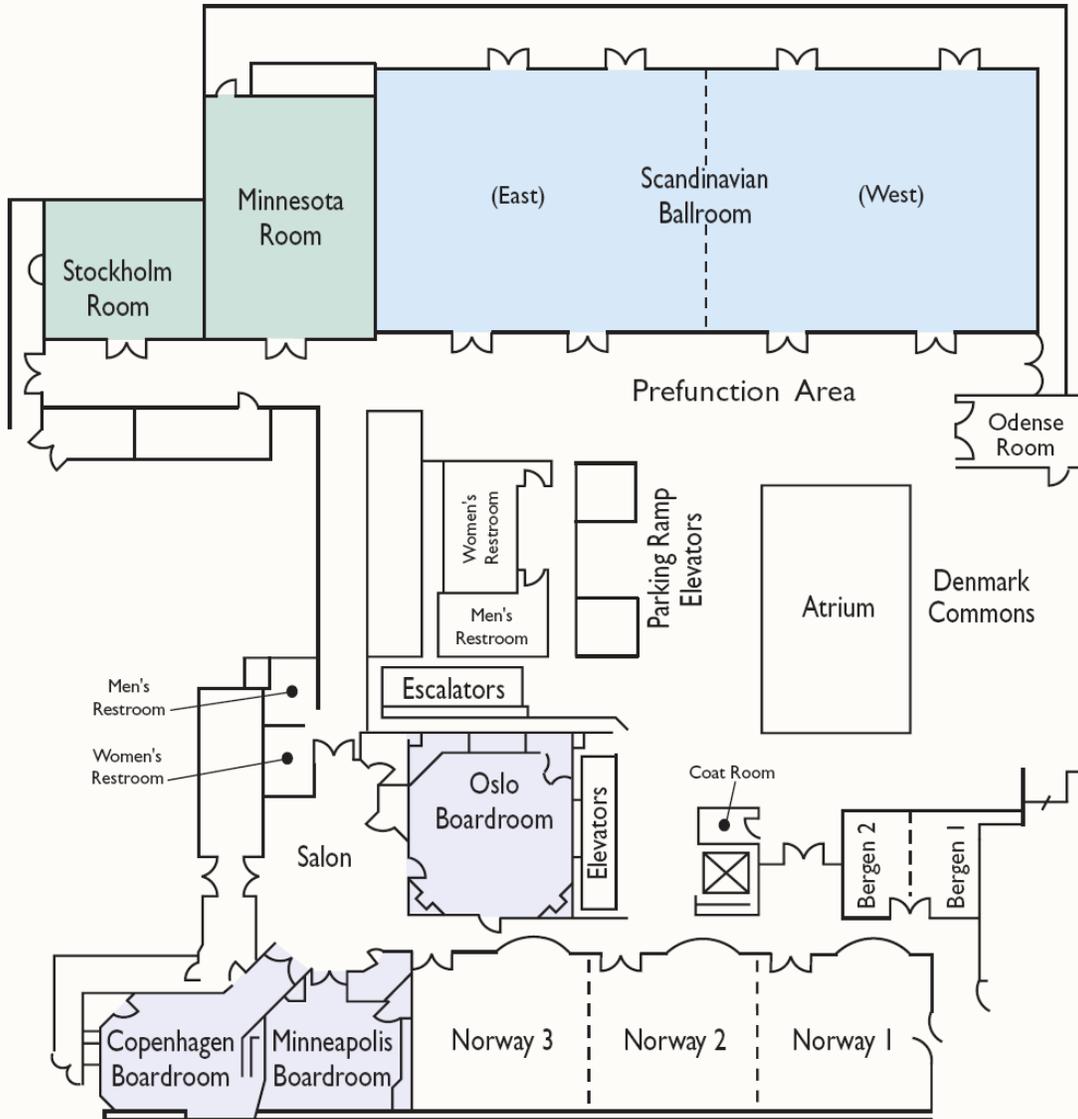
## 2nd Level Meeting Space

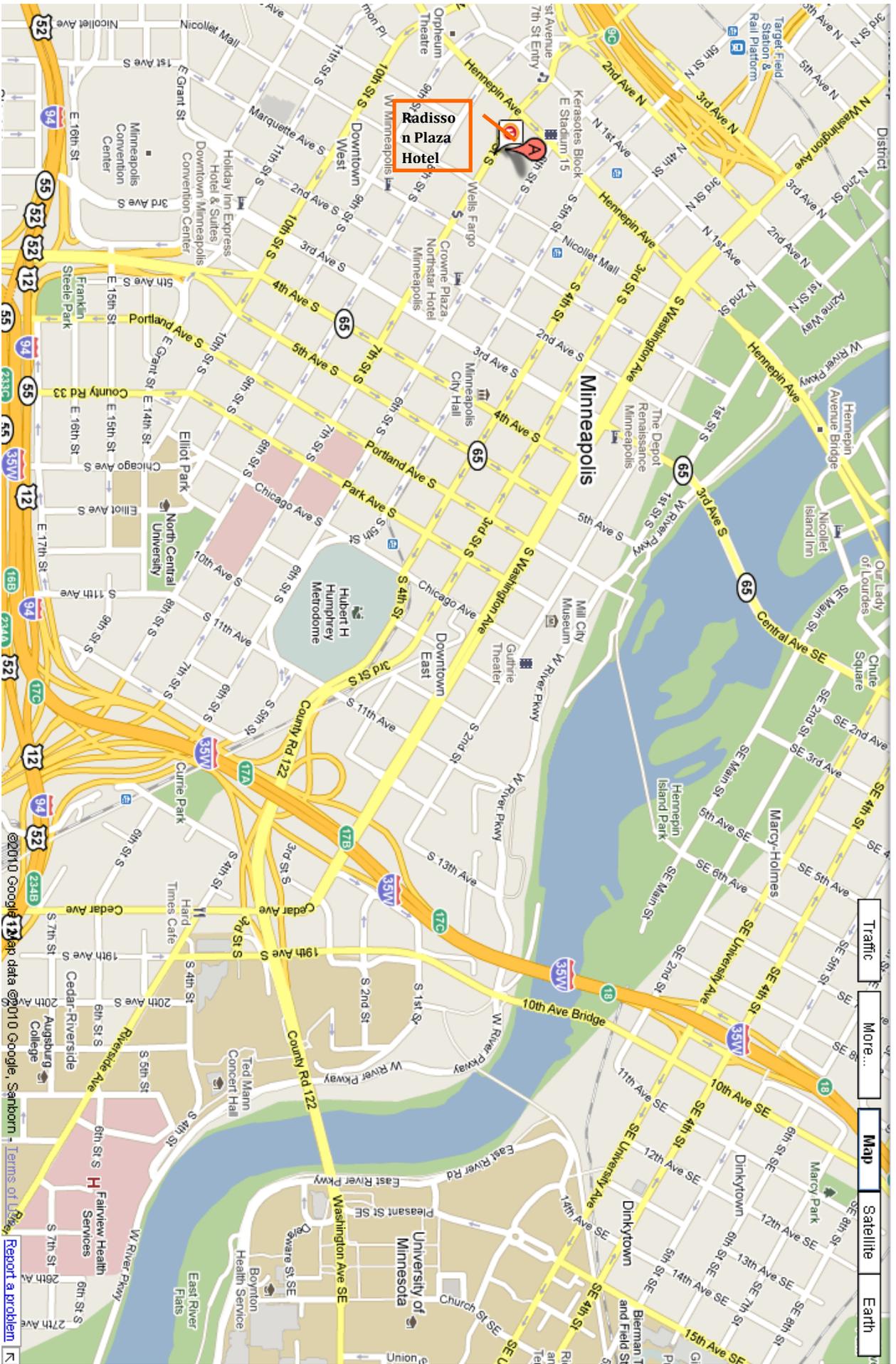


Escalator From  
3rd Floor



# 3rd Floor Meeting Space





Radisson  
Plaza  
Hotel

- Traffic
- More...
- Map
- Satellite
- Earth

## RESTAURANT SUGGESTIONS

There are many wonderful restaurants in Minneapolis and St. Paul. The following list has been culled from CIS staff eating experiences, professional recommendations, or research. Although most restaurants offer vegetarian dishes we have noted a few of the best options. These restaurants are open all week, unless otherwise stated.

### *Downtown Minneapolis*

#### **\$ Black Sheep Pizza**

600 Washington Avenue North

612-342-2625

Coal-burning ovens give this pizza its distinct flavor.

#### **\$ Brasa Rotisserie**

600 East Hennepin Avenue

612-379-3030

*Gourmet Magazine* calls this a “neighborhood restaurant masquerading as a dive.” Brasa has a small menu that features slow-cooked Berkshire pork shoulder, collard greens with smoked turkey, and, for our southern friends, grits!

#### **\$ Ike’s**

50 6<sup>th</sup> Street

612-395-0540

Frequently given the award for “best burger,” this restaurant also has an array of small plates. A great Sunday brunch (\$15.95/person) features hot caramel rolls served immediately.

#### **\$ Loon**

500 First Ave North

612-332-8342

If you need to warm up, try one of the chili dishes.

#### **\$ Pizza Luce**

119 North 4<sup>th</sup> Street

612-333-7359

Has earned multiple awards for "Best Pizza" and "Best Late Night."

#### **\$ Taste of Thailand**

11 South Seventh Street

612-333-0062

#### **\$\$ 112 Eatery**

112 N 3<sup>rd</sup> Street

612-343-7696

Boasting a James Beard Award nominated chef, 112 Eatery is a frequent winner of “best restaurants” in Minneapolis. Affordable (many diners suggest an array of appetizers for a meal) this place is a favorite haunt of area chefs, foodies, and entertainers. Make a reservation **weeks** in advance, as this is a very popular eatery.

**\$\$ Bar LaGrassa**

800 N Washington Avenue  
612-333-3837

James Beard Award nominated chef Isaac Becker offers eats that aren't necessarily fancy or spendy. Named one of the "top ten new restaurants" by *Bon Appetite* (Sept.2010), the menu suggests an Italian version of a Spanish tapas bar, with lots of small sharable items. Recommended are the gnocchi with cauliflower and orange or the crab ravioli. Reservations required.

**\$\$ Gluek's Restaurant and Bar**

16 6<sup>th</sup> Street North  
612-338-6621

Full menu and extensive beer list.

**\$\$ Hell's Kitchen**

80 south 9<sup>th</sup> Street  
612-332-4700

Try the Ham and Pear Crisp Sandwich (\$11.75), the Walleye B.L.T. (\$10.75) or one of the crazy "breakfast all day" items, like the lemon-ricotta hotcakes or the cornmeal waffle. Sunday brunch is wonderful (7:30 -3:00) but make a reservation.

**\$\$ Kieran's**

600 Hennepin Avenue  
612-339-4499

Irish food in a lively pub atmosphere.

**\$\$ Masa**

1070 Nicollet Avenue  
Target Plaza  
612-338-6272

Upscale Mexican fare. Try the wonderful Café de Olla (coffee with cinnamon, nutmeg, orange zest, and brown sugar)

**\$\$ Palomino**

LaSalle Plaza  
825 Hennepin Avenue  
612-339-3800

Euro-Mediterranean food with all-day happy hour Monday through Thursday. A large menu features signature brick-oven pizzas and flatbreads, brick-oven long bond rib eye steaks, and (especially yummy) all natural chicken under a brick.

**\$\$ Rock Bottom Brewery**

LaSalle Plaza  
825 Hennepin Avenue  
612-332-2739

Offers a full menu plus award-winning beers brewed on the premises.

**\$\$ Spoonriver**

750 South 2<sup>nd</sup> Street (close to the Guthrie Theater)  
612-436-2236

Offers a large vegetarian menu featuring organic local products. Reservations recommended.

**\$\$ The King & I Thai**

1346 Lasalle Avenue  
612-332-6928

**\$\$ The Local**

931 Nicollet Mall  
612-904-1000

This bar offers Irish food (and “sells more shots of Jamison whiskey than any other bar in the world”).

**\$\$\$ Dakota Jazz Club and Restaurant**

1010 Nicollet Mall  
612-332-1010

If you arrive in Minneapolis on Saturday and want to eat late at night (late happy hour starts at 11:00pm), you can't beat Chef Jack Riebel's menu. Supporting locally owned, independently and sustainably operated farms, this jazz club is known for its excellent jazz, ambiance, and food.

**\$\$\$ FireLake Restaurant**

Radisson Plaza

Head Chef Paul Lynch is a founding member of the Heartland Food Network, an organization that increases the availability of regionally- and locally-grown and produced foods. The menu features meats, fish, produce, and dairy products that are locally produced. Recommended entrees include the honey-cured Duroc Pork Chop or the Heirloom Corn Crusted Walleye. (An exclusive contract with the Red Lake Nation makes FireLake the only Minnesota restaurant offering Minnesota-caught walleye.)

**\$\$\$ Fogo de Chão**

645 Hennepin Avenue  
612-338-1344

If you like meat, for \$46.50, this popular restaurant has lots of it! But it also has a fabulous salad bar (\$24.50) **AND** if you wear your NACEP conference badge, you'll get a **free** dessert!

**\$\$\$ Forum Café**

40 7<sup>th</sup> Street South  
612-354-2017

Located across the street from the Radisson, you need to *at least* walk into this restaurant to look at its unbelievable Art Deco style interior. This restaurant has large booths that can easily accommodate groups of eight to twelve. Each month the menu features a different area of the country.

**\$\$\$ Murrays**

26 6<sup>th</sup> Street  
612-339-0909

Famous for their “silver butter-knife steaks,” this restaurant has been family owned and run since 1946. It is expensive (with frequent early bird and early week specials) but will be “memorable.”

**\$\$\$ Oceanaire**

1300 Nicollet Mall (in the Hyatt Regency Hotel)  
612-333-2277

**\$\$\$ Seachange**

806 S Second (located in the Guthrie Theater building)  
Ave 612-222-6499

Executive Chef Tim McKee won the James Beard award for the 2009 Best Chef in the Midwest.

**\$\$\$ Solera**

900 Hennepin Ave  
612-338-0062

When it opened, *Food and Wine Magazine* hailed Solera as one of the world's top 10 new restaurants. The menu celebrates Spanish tapas, with a menu of more than 40 tapas choices. Zagat describes it as a "cascade" of tapas—all of them "fantastic."

**\$\$\$\$ Seven**

700 Hennepin Avenue  
612-238-7777

Seven is trendy and sophisticated. The first floor is a steakhouse, the second a sushi bar, and the third is an outdoor patio, and yes...it *will* be open, even in late October, with the use of outside heaters and an overhead tent. The view of downtown is wonderful and late night music/dancing is “hopping.”

***Beyond Downtown Minneapolis***

**Northeast Minneapolis**

\$\$\$

Polish and American cuisine: **Nye’s Polonaise Room**—112 East Hennepin, 612-379-2021

Take a trip back in time to a restaurant named “the best bar in America” by *Esquire* magazine. Features a piano bar and polka lounge. Closed on Sundays.

Seafood and steak: **Erte**—329 13th Avenue Northeast Minneapolis, MN 55413 (612) 623-4211

### **Eat Street**

If you want to experience ethnic foods at very reasonable prices, take any number 18 bus (\$1.75 off peak and \$2.25 rush hour...exact change only) from the Nicollet mall to *Eat Street*. This eating area is on or slightly off Nicollet Avenue between Grant Street and 29<sup>th</sup>. Here is a partial list:

\$ - \$\$

Vietnamese:	<b>Quang</b> 2719 Nicollet Avenue <b>Pho Tau Bay</b> 2837 Nicollet Avenue
Cantonese:	<b>Seafood Palace</b> 2523 Nicollet Avenue
Mexican:	<b>Salsa A La Salsa</b> 1420 Nicollet Avenue <b>Pancho Villa</b> (612-871-7014)2539 Nicollet Avenue
German:	<b>Black Forest Inn</b> 1 East 26 <sup>th</sup> Street
Greek:	<b>Christos</b> 2632 Nicollet Avenue (Excellent vegetarian choices!)
Indian:	<b>India House</b> 612-813-0000)1400 Nicollet Avenue
Caribbean:	<b>Harry Singh's Caribbean Restaurant</b> (952-474-9850) 2653 Nicollet Avenue
Malaysian:	<b>Pennisula Malaysian Cuisine:</b> 612-871-8282) 2608 Nicollet Avenue
African:	<b>Akwaaba:</b> (612-872-4414)1823 Nicollet Avenue
St. Louis Style Ribs:	<b>Market Bar-B- Que</b> (612-872-1111) 1414 Nicollet

### **Uptown**

Another popular area of Minneapolis is Uptown, an area west of Lake Calhoun (Bus #6 from Hennepin Ave). Here is a *partial list*:

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Italian:	<b>Amore Victoria</b> (612-823-0250)1601 W Lake Street
Southwestern:	<b>Bar Abiline</b> (612-825-2525) 1300 Lagoon Ave
Euro:	<b>Barbette:</b> (612-827-5710) 1600 W Lake
Thai:	<b>Chiang Mai Thai</b> (612-827-1606) 3001 Hennepin Avenue S. - Calhoun Square (Girard Avenue side)

### **Mall of America**

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The Mall of America can be reached easily from downtown via the light rail system. (From downtown travel in the direction of the airport—the mall is the last stop on the rail line.) The mall features many restaurants, in all price ranges, including American Girl Bistro, Bubba Gump Shrimp, Cantina #1, Chipotle, Crave, Famous Dave's, Kokomo's Island Display, Napa Valley Grill, Noodles, Nordstrom Café, R. Burger Bar, Rainforest Café, Ruby Tuesday, Tiger Sushi, Tony Roma's, Tucci Benucch, Twin City Grill, and Wolfgang Puck Express.

### **South Minneapolis**

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Italian:	<b>al Vento</b> —5001 34th Ave S. Mpls 612-724-3009 (offers 1/2 price bottles of wine on Sun/Mon)
Italian:	<b>Broders' Southside Pasta Bar</b> —5000 Penn Ave S (612) 925-9202
American, vegetarian, and vegan:	<b>French Meadow Café</b> —2610 Lyndale Ave S. (612-870-7855)

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