



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

NACEP Accreditation Mini-Series

Curriculum Standards

April 28, 2017

advancing quality college courses in high school

Presenters



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Curriculum Standards 101

- Curriculum 1 (C1)** Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
- Curriculum 2 (C2)** College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.
- Curriculum 3 (C3)** Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.

Curriculum Standard 1: What the Review Team Looks For

Curriculum Standard 1

Every CEP course is in the catalog and taught on campus. Course title, description and number of credits are identical.

C1 Required Evidence

- 1) College course catalog
- 2) List of all courses offered for concurrent enrollment with publicly available descriptions



Implementing Curriculum Standard 1: Owensboro

Even with a statewide catalog for the statewide community and technical college system, titles can still be a challenge between secondary and postsecondary

- Impacts student's understanding of credits earned
- Impacts dual credit scholarship opportunities

Producing a comprehensive list of courses to share publically is a challenge due to deadlines.

Implementing Curriculum Standard 1: SMSU

Paired syllabi: course catalog description for each is pulled directly from online course catalog.

CE syllabus:

ENG 151 - College Now Syllabus

SMSU Course Title: **English 151: Academic Writing**, Fall 2015

SMSU Faculty Liaison: Lisa Lucas Hurst High School: Central High School

High School Teacher: Jeanne XXX – Voice Mail: (952) 467-XXXX & Email: XXXX@central.k12.mn.us

Course Catalog Description/Learning Outcomes

This course will enable students to determine a writing purpose, generate ideas to support a topic, determine an audience, develop a focus, and organize a written text, beginning with more personal, or "reflective," writing and moving on to expository writing and argument. At least two papers will involve a research component through which students begin to learn the conventions of citation and documentation. Furthermore, the class will enable students to learn how purpose and audience affect the content, language, and form of a written text.

Implementing Curriculum Standard 1: SMSU

On-campus syllabus:

ENG 151: Academic Writing Section 02 Fall 2015

T Th 9:00-10:15 BA 238

Prof. Eric Doise eric.doise@smsu.edu

Office Hours: TTh 1:30-3:00

Office Phone: 537-6161 Office: BA 212

Course Catalog Description/Learning Outcomes

This course will enable students to determine a writing purpose, generate ideas to support a topic, determine an audience, develop a focus, and organize a written text, beginning with more personal, or "reflective," writing and moving on to expository writing and argument. At least two papers will involve a research component through which students begin to learn the conventions of citation and documentation. Furthermore, the class will enable students to learn how purpose and audience affect the content, language, and form of a written text.

Implementing Curriculum Standard 1: SMSU

Challenge: Differences btw. college and HS syllabi = a teachable moment

HS teachers sometimes need reminders of what a college syllabus looks like. HS syllabi tend to focus more on classroom rules and school policies, and so a conversation has to take place about what a *college* syllabus includes and does *not* include. The college syllabus has to meet *our* requirements, and it is only this syllabus which is presented to the students as the college syllabus, kept in our files, and used for transferring credit. HS teachers can have a separate page/HS syllabus with supplemental information to satisfy the HS requirements.

Syllabi Collection as Standard Procedure:

Collection of syllabi of all CE English courses is done at the departmental level. Each semester, faculty liaisons must submit syllabi for all courses they oversee. This way, any syllabi requests for transfer of credits can be handled by department rather than faculty liaison.

Curriculum Standard 2

What the Review Team Looks For

Curriculum 2 – CEP courses reflect the college department’s philosophical and pedagogical approach.

C2 Required Evidence

1) For each discipline, a letter from the department chair or faculty liaison describing how the standard is implemented

NACEP Accreditation Application
[Redacted] Program

 **Standard A1
Standard A2
Standard A3
Standard C2**

I, [Redacted] PhD, Assistant Professor of German in the Department of Modern & Classical Languages
Full Name Title Department Name
affirm that [Redacted] Program instructors, teaching courses in
the German Division of MCL, meet the following NACEP Standards:
Department Name

A1, “CEP students are held to the same standards of achievement as those expected of students in on campus sections;”

A2, “The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections;”

A3, “CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections;” and

C2, “College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.” A description of how our department ensures compliance with this standard follows:

At annual [Redacted] summer training and orientation for new instructors, I follow an agenda that includes the following information regarding what the department wants [Redacted] school adjunct instructors to know about:

- + Departmental Philosophy
- + Course Content
- + Course Objectives
- + Essential Content
- + Essential Requirements
- + Preferred Pedagogies
- + Student Assessment Strategies and Guidelines
- + Student Evaluation (Grading procedures, grading scales)
- + Anticipated Curricular Changes
- + Scholarly Activities of [Redacted] faculty
- + Upcoming Departmental Events
- + Departmental Professional Development for [Redacted] Adjunct Instructors

[Redacted] Print Name
[Redacted] Signature
May 6, 2014 Date

Implementing Curriculum Standard 2: Owensboro

- Syllabi and competencies are reviewed by faculty liaison.
- Curriculum Alignment Day is the cornerstone for connecting on pedagogical, theoretical, and philosophical orientations.
- Site visits provide the underpinnings for the aforementioned orientations.
- Continued communication from the College shapes expectations (newsletters, pd opportunities, opening day sessions, departmental meetings, etc.)
- Challenge is to create and fund meaningful opportunities for exchange

Implementing Curriculum Standard 2: SMSU

Interlocking professional development begins with discipline-specific training and is reinforced via site visits and ongoing professional development. Each “gear” reinforces the other, assuring theoretical, philosophical, and pedagogical parity.

Discipline-specific training



Site visits

Ongoing professional development via email, phone,
and/or Skype

Implementing Curriculum Standard 2: SMSU

Discipline-specific professional development (at summer workshop), reinforced via **site visits** and **ongoing communication**:

Theoretical and philosophical approaches are consistent:

- A **process approach**: multiple drafts; feedback given on early drafts.
- A **metacognitive component**: embedded in syllabus, reinforced via ongoing PD.
- **Library database training** is consistent.
- **Grade norming** (assuring equivalent grading rigor) is done at summer workshop as well as via ongoing PD: we pull multiple paper samples from each course to make sure teacher grading meets our standards.

Pedagogical parity is demonstrated in the following:

- **Common syllabus** (Core syllabus must be adhered to, but adaptations are allowed.)
- **Common textbook** (documented on syllabus & site visit reports)
- **Common on-campus resources**: writing center, librarian access, and database access (all these are explained during discipline-specific training and site visits)
- **Common rubric** (for both formative and summative assessment--explained during discipline-specific training and site visits)

Curriculum Standard 3: What the Review Team Looks For

Curriculum Standard 3

Faculty site visits in each discipline

C3 Required Evidence

- 1) A description of site visits, including what would happen during a typical site visit, frequency requirements, how site visits are tracked by the CEP, and how site visits are used to provide feedback from college/university faculty to CEP instructors.
- 2) One example of a completed and signed faculty site visit report representing each discipline.

Curriculum Standard 3:

What Would Happen and How Used to Provide Feedback

During a site visit, the University liaison strives to directly observe student interest, student engagement, & instructor professionalism. The University liaison solicits indicators of alignment between the course taught on campus and the course taught at the high school site in the areas of course syllabus, content, assignments, assessments, philosophical orientation, grading criteria, and classroom environment. Assignment and assessment examples may be collected by the liaison to compare with those from the on campus course. Typically, the liaison observes the entire class followed by a post-observation conversation between liaison and CEP instructor. This conversation begins with the CEP instructor reflecting on the class, followed by a conversation including liaison feedback highlighting observed strengths and suggestions for improvement.

The site visit form is reviewed and a copy is given to the high school instructor, a copy is filed by the University liaison, and an electronic copy is submitted to the secured drop box and maintained by the CEP office.

Curriculum Standard 3: Evidence of Visit Frequency

“All first year CEP instructors are observed during the first offering of the course. Veteran CEP instructors are observed at least one time every 3 years period.”

Concurrent Enrollment Instructor

Site Visit Tracking

First Name	High School Name	Course Number	Course Title	2014-15	Completed	2015-16	Completed	2016-17	Completed	2017-18	Completed
Mike	Kingston High School	33-155	America - A Historical Survey	Required	10/21/2014					Required	
Catrina	Maysville High School	33-155	America - A Historical Survey					Required			
Sally	Gerard High School	17-120	Calculus I					Required			
Tricia	Maysville High School	17-120	Calculus I					Required			
David	T. Jefferson High School	17-118	College Algebra	Required	9/21/2014					Required	
Sally	Gerard High School	17-118	College Algebra			Required					
Matthew	Kingston High School	10-111	Composition					Required			
Dennis	Maysville High School	10-111	Composition					Required			
William	Fairfield High School	44-130	Computers and Information Technology	Required	11/4/2014	Required	10/1/2015	Required		Required	
Victoria	Lanham High School	44-130	Computers and Information Technology	Required	11/4/2014	Required	10/1/2015	Required		Required	
Theresa	Maysville High School	44-130	Computers and Information Technology					Required			
Michelle	Maysville High School	14-131	French: Communication and Culture I					Required			
Michelle	Maysville High School	14-132	French: Communication and Culture II	Required	2/1/2015					Required	
Trudy	Maysville High School	29-102	Fundamentals of Oral Communication					Required			
Lisa	Kingston High School	04-102/04-103	General Biology I & Lab					Required			
Rachel	Maysville High School	04-102/04-103	General Biology I & Lab					Required			
Heather	Maysville High School	04-102/04-103	General Biology I & Lab					Required			
Ryan	Maysville High School	24-114/24-115	General Chemistry I & Lab	Required	10/7/2014					Required	
Ryan	Maysville High School	25-110/25-111	General Physics I & Lab					Required			
Mike	Kingston High School	08-103	General Psychology	Required	10/11/2014					Required	
Libby	Creighton High School	08-103	General Psychology					Required			
Sally	Gerard High School	17-114	General Statistics	Required	9/23/2014					Required	
David	T. Jefferson High School	17-114	General Statistics	Required	9/23/2014					Required	
Nicole	Maysville High School	10-220	Introduction to Literature	Required	1/27/2015					Required	
Brooke	Arkville High School	22-110/111	Lifetime Wellness & Lab	Required	1/17/2015					Required	
Heather	Maysville High School	04-104	Medical Terminology	Required	9/18/2014	Required	9/23/2015			Required	
Tricia	Maysville High School	17-117	Precalculus	Required	9/22/2014					Required	
Sandra	Maysville High School	14-141	Spanish: Communication and Culture I					Required			
Sandra	Maysville High School	14-142	Spanish: Communication and Culture II	Required	11/1/2014					Required	
Sandra	Maysville High School	14-242	Spanish: Communication and Culture II			Required					
Sally	Gerard High School	17-119	Trigonometry					Required			
Catrina	Maysville High School	26-103	Western Civilization II	Required	10/21/2014					Required	
Mike	Kingston High School	26-103	Western Civilization II			Required					

Curriculum Standard 3: Owensboro

- Annual liaison training on expectations for site visit and documentation required.
- Liaison communicates with CEP faculty throughout the year-continuous conversation.
- Create a spirit of sharing and learning between the CEP faculty and liaison.
- Exchange of meaningful work samples as discussion points.
- System of check and balances with documentation.

Curriculum Standard 3: SMSU English Site Visit

At SMSU, site visits are part of an *interlocking* professional development strategy. Each “gear” is reinforces the other.

Discipline-specific
training



Site visits

Ongoing professional development via email,
phone, and/or Skype

Curriculum Standard 3:

SMSU English Site Visit Components

- SMSU visits every class, every semester
- Go as early in semester as is feasible; prioritize newer or struggling teachers
- Options for site visit:
 - Observe a teacher-led class
 - Team teach
 - Teach the class to model college instruction
- Checklist while there:
 - Refer to Site Visit form
 - Verify textbook and syllabus use
- Follow-up with teacher during prep period:
 - Discuss syllabus & major assignments
 - Discuss grading/rigor
 - Explain process for getting sample student papers to ensure rigor
 - Discuss any other problems teacher may need help with
- Complete site visit report & submit to CE director; report is used to track that site visits have been completed and professional development is happening.

Curriculum Standard 3:

SMSU English - Site Visit Form (Top Half)

Name of Supervising Professor: _____

Name of High School: _____

Name of high school teacher: _____

Date of the Visit: _____

Class start time: _____ Class end time: _____

The communication took the form of:

- Presentation to students in the class
- An observation of a teacher lead class activity

If you observed class activity, did you...

- Review the activity with the teacher making suggestions for improvement and noting successful elements
- Consult with the teacher about additional resources that could be useful to improve the activity
- Provided materials to supplement the activity

Did you verify that an approved text was being used by the students?

- Yes -- students are using the approved text
- No -- students are not using the approved text

Has the class received the syllabus?

- Yes: students had and made references to the syllabus.
- No: Students provided no evidence that the syllabus had been distributed.

Curriculum Standard 3:

SMSU English - Site Visit (Example Narrative)

Please describe ALL activities, professional development, personal workshops or other activities that were designed to enhance the teachers' ability to teach, improve the class, extend content knowledge, or in any way aid the pedagogy of teaching:

I taught the class, making sure the students and teacher understand the SMSU library resources, beginning with how they can communicate with our librarians. I then showed them the periodicals/journals chart that explains the differences between types of sources, making a special point to explain the concept of peer-review and how that process impacts the quality of sources. I walked the class through using SMSU's "One Search" database search engine, showing them how to narrow their topic as they search using the filtering features of One Search. I then took questions from the students about the college experience. For the rest of my time there, the teacher and I discussed curriculum and the process by which I sample student papers/grades to assure college-level rigor.

Curriculum Standard 3:

SMSU English - Site Visit (Example Feedback)

Molly,

I read Jamie's paper. I commented on the paper (attached), and I also responded with the rubric (attached) so you can see how I use it. The rubric is intended to offer useful feedback for both formative and summative assessment. Jamie can look closely at the rubric to determine where the paper could be improved.

I think a "C" on this paper is very fair. I appreciate its clarity in terms of thesis, organization, and language. There's a problem, however, with a lack of support for the argument, especially in providing evidence from the story. I also see that Jamie is struggling to smoothly integrate quotations (the few places where they are used) into her essay. I attached an excerpt from the book *They Say, I Say* that explains "quotation sandwiches." This has been an effective strategy for me.

In short, I agree with your grade. Many students are not used to earning anything less than an A, so the reaction you experienced is not unusual. I would emphasize to the student that she has a solid skill set that will grow quickly with diligent practice. It's always good to remind students that this is college: it's supposed to be challenging!

Curriculum Standard 3: SMSU English - Site Visit (2nd Example Feedback)

Hi Chris,

I read the papers you sent and prepared this general response. There are some common problems that I will address here as a group, and then we can talk about the grading of individual papers when I visit.

Issues, in order of importance:

Thesis: Many of these papers lack a clear thesis, which should be easy to identify by the end of the introduction. A thesis is simply the controlling idea of the paper; a clear thesis should make it easy for the reader to know where the paper is headed, and it should be reflected in topic sentences and transitions.

In addition to thesis concerns, some students seem confused about the goal of this paper: some are taking sides and offering solutions, but that's not what they're supposed to be doing in the opposing viewpoints paper. They should be objectively presenting two sides of an issue. We should not be able to tell what side they are on.

Development of ideas: The length of these papers alone is an indication that they are not giving an in-depth explanation of the ideas in the paper. As a general rule, these papers should be 5-6 pages.



Future NACEP Webinars:

May 16th: Accreditation Mini-Series-Assessment Standards

June 12th: Accreditation Mini-Series-Evaluation Standards

June 19th- Building Bridges through Appreciative Advising

July 13th: Accreditation Mini-Series –Student Standards

July 20th- Empower Students: Marketing concurrent Enrollment Student Voice and Outreach

