

NACEP National Conference

Seattle, WA | October 28-30

Launching Students to Success

2012



National Alliance of
Concurrent Enrollment Partnerships
Advancing quality college courses in high school

Hosted by:



UW IN THE HIGH SCHOOL
UNIVERSITY of WASHINGTON

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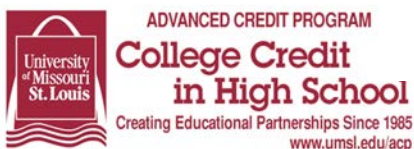
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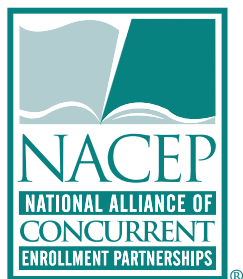


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NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS

RENAISSANCE SEATTLE HOTEL, SEATTLE, WASHINGTON
OCTOBER 28-30, 2012

Launching Students to Success

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Photographs and videos will be taken during the NACEP conference for later use on the NACEP website, NACEP publications and promotional materials. If you would prefer not to have your photo/video used, please inform the staff at the conference registration desk.

SCHEDULE OVERVIEW

SUNDAY, OCTOBER 28

7:30–8:30 AM	New Attendees Breakfast
9:00–10:30 AM	Welcome and Plenary Session: <i>Stan Jones</i> , Complete College America
10:30–10:45 AM	Break
10:45–11:30 AM	Presentation Session 1
11:30 AM–1:00 PM	Buffet Lunch
1:00–1:45 PM	Presentation Session 2 and NACEP Business Meeting
1:45–2:15 PM	Break
2:15–3:30 PM	Workshop Session 1
3:30–3:45 PM	Break
3:45–4:30 PM	Presentation Session 3
5:00–7:00 PM	Welcome to Seattle Reception and Accreditation Recognition Ceremony

MONDAY, OCTOBER 29

7:00–8:15 AM	Continental Breakfast
8:15–9:00 AM	Presentation Session 4
9:00–9:15 AM	Break
9:15–10:00 AM	Presentation Session 5
10:00–10:15 AM	Break
10:15–11:30 AM	Plenary Session: <i>James Rowley</i> , University of Dayton
11:30–1:00 PM	Lunch
1:00–2:15 PM	Workshop Session 2
2:15–2:45 PM	Break
2:45–3:30 PM	Presentation Session 6
3:30–3:45 PM	Break
3:45–4:30 PM	Closing Session and Conference Wrap-Up

TUESDAY, OCTOBER 30

7:00 AM–12:00 PM	Accreditation Institute
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Welcome to the NACEP Conference!

With the theme of “Launching Students to Success,” the Seattle conference promises to be a great event. Tim Stetter, Mona Kunselman and the Conference Management team with the University of Washington, NACEP Vice President Sandy Gonzalez, and NACEP Executive Secretary Adam Lowe deserve kudos for their leadership in planning the conference.

What a fall! With all that is going on, why are we taking time to host and attend a conference?

To experience, learn, and explore common ground with practitioners from education, industry and government. NACEP conferences traditionally are packed with these opportunities. The credit for the substance of the conference belongs to everyone who will be sharing expertise, advice and materials through formal sessions and informal interactions. This collegial communication, questioning and problem-solving has been the backbone of the NACEP organization since its inception.

To hear nationally-known speakers discuss educational trends relevant to concurrent enrollment. On Sunday, our keynote speaker is Stan Jones, the president of Complete College America. He will discuss findings from 33 states regarding the obstacles to college completion, and strategies for how concurrent enrollment can be positioned to overcome these challenges. James Rowley, our Monday featured speaker, will focus on the importance of high-quality STEM curricula in high schools and successful approaches to STEM professional development. Dr. Rowley’s discussion will be complemented in the afternoon by a panel of industry leaders discussing student preparation for STEM careers.

To participate in discussions on the future direction of NACEP. Midway through its three-year Strategic Plan, the Board of Directors this year has been focused on maintaining the integrity of the accreditation process, the relationship between accreditation and the other work of NACEP, and the composition of the Board itself. Accordingly, two task forces were created: one to investigate establishing an independent Accreditation Commission, and the other to develop a framework for Board service that is inclusive across the spectrum of NACEP members. The Business Meeting on Sunday afternoon will be the forum for membership discussion and feedback on these topics. The Business Meeting is open to all members who wish to provide feedback, though voting is limited to the appointed voting representative from each accredited member institution.

In short, to step back for a moment in order to step up our work for the long-term benefit of our students, teachers and programs. If you need additional help gaining that long-range perspective, I highly recommend a trip up the Space Needle.

Best wishes for a great conference!



NACEP President

GENERAL INFORMATION

CONFERENCE REGISTRATION DESK

The NACEP Conference Registration Desk will be located in the foyer outside of the Courtyard Ballroom on the lower level (B Level) of the hotel. Staff will be available to assist with registration check-in, answer conference questions, and provide local information. Registration Desk hours:

Sunday, October 28	7:30 AM – 5:00 PM
Monday, October 29	7:30 AM – 5:00 PM
Tuesday, October 30	7:30 AM – 9:00 AM

NAME BADGES

Your name badge is your entrance ticket to conference sessions, meals and the Sunday evening reception. Please wear your name badge at all times throughout the conference. Hold on to your badge for our Tuesday afternoon drawing for door prizes. Badge holders can be reused, so please drop yours in the box at the Registration Desk before you leave.

CONFERENCE SESSIONS

Conference sessions will be held in meeting rooms on multiple levels of the hotel. Refer to the hotel floor plan on the inside back cover of this program. Note that Presentation sessions run 45 minutes, and Workshop sessions run 75 minutes. Please refer to the Schedule-at-a-Glance (p. 8-15) to confirm the time and location of specific presentations.

Presenters should arrive at presentation rooms 10 minutes before the session start time to load presentation files onto the conference laptop provided in each room. A session host will be able to contact an audio-visual operator if you require any assistance.

SESSION AND CONFERENCE EVALUATIONS

Brief evaluation cards will be distributed by the session host at each presentation and workshop. Please fill out this card and turn it into the session host. An online conference evaluation will be emailed to all attendees after the conference. Your feedback is most appreciated!

MEALS AND REFRESHMENTS

Beverages and snacks will be available during breaks. Lunch will be provided on Sunday and Monday, and continental breakfast on Monday. Sunday breakfast is provided for those who registered for the New Attendees Breakfast, and Tuesday breakfast is provided for those who registered for the Accreditation Institute. If you made a special meal request (vegetarian or other), please note that a ticket for Monday lunch was included in your registration envelope. Please use this ticket to inform a lunch server of your meal request. The Sunday lunch buffet will offer options to meet most dietary requirements.

Dinner each night is on your own; we encourage you to connect with colleagues to explore nearby dining options. See the “Seattle Information” section of this booklet for links to restaurant reviews and recommendations. A sign-up sheet for Sunday night dinner will be located at the Registration Desk; sign up to join others for dinner!

COMPOST AND RECYCLING

The hotel has receptacles for recycling of glass, aluminum, plastic and paper, as well as for compost. Napkins and food scraps should be placed into the compost containers, which will eventually be converted into garden compost for Seattle gardeners!

CELL PHONES, LAPTOPS AND INTERNET ACCESS

As a courtesy to fellow participants, please turn cell phone to silent and mute the sound on personal laptops. Please step out of a session if you need to make a call. Complimentary internet access is available in all NACEP meeting rooms as well as in the first floor lobby and hotel restaurants. NACEP hotel guests may also access complimentary internet in guest rooms. Please log in with your last name and room number through the hotel’s on-line screen. The fees that are noted as you log in will be removed from your guest room bill.

IMPORTANT PHONE NUMBERS

Renaissance Hotel Seattle: 206-583-0300
NACEP Conference Desk: 206-999-3124
Emergencies: Dial 911

SEATTLE INFORMATION

Please refer to pages 36-37 for some downtown Seattle highlights, restaurant information, and airport transportation details.

SPECIAL EVENTS

1. WELCOME TO SEATTLE RECEPTION & ACCREDITATION RECOGNITION

The Sunday evening reception will be held in the Madison Ballroom and Maxwell's on the 2nd floor of the hotel from 5:00 PM to 7:00 PM. This festive event will feature hearty appetizers and a cash bar. A complimentary beverage ticket was provided in your registration envelope. Our reception theme is "The Bounty of the Northwest," and we are excited to introduce you to some of our local wines, microbrews and artisan cheeses.

During this time we are pleased to hold a short program to recognize twenty-two colleges and universities in Arkansas, Indiana, Iowa, Minnesota, and Utah that have earned accreditation during the past year for their concurrent enrollment programs. Five of the institutions earned re-accreditation. The accreditation process helps institutions validate the quality of college courses offered in high schools and ensures that academic rigor matches the standards of the sponsoring post-secondary institution. The recognition program will take place in the Madison Ballroom.

2. NEW ATTENDEES BREAKFAST

Welcome new attendees! If you registered for this option, your ticket for the New Attendees Breakfast was included in your registration packet. The breakfast will be held on Sunday morning 7:30 AM– 8:30 AM in the Madison Ballroom. You'll meet the NACEP Board as well as other new attendees: a great way to kick off the conference!

3. ACCREDITATION INSTITUTE

The Accreditation Institute will be held on Tuesday, October 30 in the Courtyard Ballroom beginning promptly at 8:00 AM and ending at noon. If you registered for this institute, your ticket was included in your registration packet. Breakfast will be available starting at 7:00 AM.

COMMITTEE MEETINGS

Your program reaps the benefits of a strong, active, and well-respected national organization. NACEP requires and thrives on the hard work and commitment of scores of volunteers. Committee meetings are open to everyone, with the exception of the Accreditation Committee Meeting.

NACEP BUSINESS MEETING

Sunday, 1:00–2:00 PM, Courtyard Ballroom.

The NACEP Business Meeting on Sunday is open to anyone, though voting is limited to the appointed voting representative from each accredited member institution. Attendees will hear reports related to NACEP activities throughout the year and discussion will focus on goals and strategies for the continued growth and effectiveness of the NACEP organization.

VOLUNTEER RECOGNITION

If you have volunteered for NACEP in any capacity, thank you! Volunteers do so much for NACEP; please consider what you could do over the next year to benefit our organization. If you have volunteered in the past year, you may be chosen for special recognition and a prize at the closing ceremony on Monday. Write your name on a paper slip and drop it in the box at the conference Registration Desk. Please include a short description of the volunteer work you have done.

EXHIBITOR DISPLAYS

Please visit our exhibitors located in the Courtyard Foyer on the lower level (B Level) of the hotel:

Advanced Technology Academy, Canusia Solutions, DualEnroll.com, Grand Canyon University's College of Doctoral Studies, and Portland Community College. Their support helps us keep the conference affordable for attendees.

UNIVERSITY BOOK STORE SALES

Check out and purchase current titles on concurrent enrollment, higher education, and other relevant topics at the University Book Store at the University of Washington sales table. Located in the Courtyard Foyer on the lower level (B Level) of the hotel, the table will be open from 8:00 AM to 5:00 PM on Sunday and Monday.

“TIME IS THE ENEMY”

Stan Jones

Founder, Complete College America

Sunday, October 28, 2012

9:00 AM

Courtyard Ballroom

Data collected from Complete College America’s thirty Alliance states clearly demonstrate that excess time is the enemy of college completion. Students whose college careers are lengthened by remedial courses, transfer complications, and insufficient guidance in course selection are at far greater risk of not completing the college credentials to which they aspire. In his presentation, Stan Jones will share high-impact, broad-scale strategies for addressing these issues and discuss how these strategies are being implemented at scale in the CCA Alliance of states.



Jones will also share his thoughts on how colleges can position concurrent enrollment as a strategy to help students shorten their path to college completion. Jones founded Complete College America in order to build a network of states committed to substantially increasing the number of Americans with a postsecondary credential. Prior to his work with Complete College America, he served 16 years in the Indiana State Legislature and more than five years as a senior advisor to Governor Evan Bayh. His service as Indiana Commissioner for Higher Education spanned 12 years. As Commissioner, he was credited as a primary architect of several landmark education policy initiatives in Indiana. These initiatives include the “21st Century Scholars” program, an early promise scholarship program aimed at increasing the number of low-income students attending and completing a postsecondary education; the development of Indiana’s new community college system; the creation of Indiana’s Education Roundtable; and the implementation of “Core 40,” a college prep curriculum that has contributed to a significant increase in high school seniors going to college.

**“STEM EDUCATION AND CONCURRENT ENROLLMENT:
CHALLENGING STUDENTS TO REACH FOR THE STARS”**

James Rowley

*Professor of Teacher Education and Executive Director
Institute for Technology Enhanced Learning, University of Dayton*

Monday, October 29, 2012

10:15 AM

Courtyard Ballroom

In this presentation James (Jim) Rowley shares his current research and development efforts to create a Quality Framework for Science, Technology, Engineering, Math (STEM) Education to enhance the professional practices of classroom teachers. Rowley’s story is grounded in his personal experiences as a high school teacher, university professor, and as a national semi-finalist in the teacher-in-space program.



Rowley is Professor of Teacher Education and Executive Director of the *Institute for Technology Enhanced Learning* at the University of Dayton. He earned his doctorate in Educational Policy and Leadership from The Ohio State University. His most recent book, *Becoming a High Performance Mentor*, shares insights from his 20 year history of working with entry-year teacher programs. In addition, he is the author of numerous articles, book chapters, and video-based professional development programs. Rowley has delivered over 200 presentations at professional conferences and has lectured throughout the United States and Great Britain. His most recent research and development efforts have focused on developing a *STEM Education Quality Framework* to assist PK-12 schools in designing and implementing quality STEM curriculum.

SUNDAY, OCTOBER 28, 2012					
7:30 AM - 9:00 AM	New Attendees Breakfast - <i>Ticket required; pre-registered participants only</i>				
9:00 AM - 10:30 AM	Welcome and Opening Plenary Session President's Welcome - Lynn Burbank, NACEP President, University of Minnesota-Duluth Greeting from our Conference Host - Mona Kunselman, Director, Educational Outreach, University of Washington and Tim Stetter, UW in the High School Program Manager, University of Washington Special Video Greeting - Patty Murray, United States Senator representing the State of Washington Introduction of Keynote Speaker - Adam Lowe, Executive Secretary, NACEP KEYNOTE LECTURE: Time is the Enemy - Stan Jones, President, Complete College America				
10:30 AM - 10:45 AM	Break				
Location	North 3rd Floor	West 3rd Floor	South 3rd Floor	East 3rd Floor	
P1 ◇◇◇◇◇◇◇◇ 10:45 AM - 11:30 AM	Strategies for Marketing Concurrent Enrollment in AP-Focused Schools <i>Rich Blazier, Parkland College; Darren Daniel, Vista Murrieta High School; Tom Spillman, Mt. San Jacinto Colehmmunity College</i>	Technical Courses Belong in Concurrent Enrollment <i>Beverly Hunsberger, Pennsylvania College of Technology; Jeannette Carter, Pennsylvania College of Technology</i>	Implications of Common Core State Standards and Assessments on Concurrent Enrollment <i>Callie Riley, Achieve</i>	Effective Evaluation Survey Methodology <i>Diana Johnson, NorthWest Arkansas Community College; Becky Carter, Indiana University; Jerry Edmonds, Syracuse University</i>	
11:30 AM - 1:00 PM	Lunch				
Location	North 3rd Floor	West 3rd Floor	South 3rd Floor	East 3rd Floor	
P2 ◇◇◇◇◇◇◇◇ 1:00 PM - 1:45 PM	Creating Accelerated 9-13 Degree Pathways <i>Cecilia Le, Jobs for the Future</i>	The Challenges of Career and Technical Education Concurrent Enrollment <i>Patricia W. Haag, Southern Maine Community College</i>	Perspectives on Faculty Collaboration in World Language Programs <i>Phillip Markley, University of Washington; Klaus Brandl, University of Washington</i>	The Thinking Gap: Teaching Students Study Skills to Succeed in College Courses <i>Dale Lehman, Tahoma High School</i>	

Professional Development and Assessment	Program Management	Roundtable Discussions	Research and Evaluation
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	Madison Ballroom - Floor 2				
	Courtyard Ballroom - Level B				
	Coffee and Tea on Level B and on Floors 3 & 4				
	Columbia 4th Floor	James 4th Floor	Seneca 4th Floor	Marion 4th Floor	Courtyard Level B
	Connecting with Students <i>Brandon Kowallis, Salt Lake Community College; Holly Perry, Salt Lake Community College; Mike Brammer, Salt Lake Community College</i>	The Challenges of a College Partnership to Transform a Low-Performing School <i>Robie Cornelious, Duval County Public Schools; Dana Thomas, Florida State College at Jacksonville</i>	Using Data to Understand Student Transitions to College <i>Jordan Horowitz, Institute for Evidence-Based Change</i>	Collaborative HS and College Faculty Assessments of Student Portfolios <i>Katie Beadle, Northeast Iowa Community College; James Brimeyer, Northeast Iowa Community College</i>	Continue the Conversation With Stan Jones <i>Stan Jones, Complete College America</i>
	Madison Ballroom and Maxwell's - 2nd Floor				
	Columbia 4th Floor	James 4th Floor	Seneca 4th Floor		Courtyard Level B
			A Dual-Credit Chemistry Class Using a Hybrid Delivery/Team Teaching Approach <i>Donald Storer, Southern State Community College</i>		NACEP Business Meeting <i>NACEP President Lynn Burbank, University of Minnesota-Duluth</i> (Note: Session Runs 1:00-2:00 PM)

Policy and Advocacy	Access and Success	STEM and CTE	Standards and Accreditation
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SUNDAY, OCTOBER 28, 2012 - CONTINUED					
1:45 PM - 2:15 PM	Break				
Location	North 3rd Floor	West 3rd Floor	South 3rd Floor	East 3rd Floor	
W1 ◇◇◇◇◇◇◇◇ 2:15 PM - 3:30 PM	Panel Discussion: Supporting Student Success in Urban Schools <i>Moderator: Ginger Ramsden, University of Southern Indiana; Brian Boecherer, University of Connecticut; Suzanne Korey, City College of San Francisco; Valerie Abaunza, City College of San Francisco; Brandon Protas, Community College of Denver</i>	Panel Discussion: The State Role in Improving Program Quality <i>Moderator: Adam Lowe, NACEP; Reynold Gardner, Oregon Department of Education; Larry Cheyne, Oregon Department of Community Colleges and Workforce Development; Michael Quillen & Lisa Stephenson, Kentucky Community & Technical College System; Ione DeOllos & Tari Lambert, Transfer Indiana; Rusty Monhollon, Missouri Department of Higher Education</i>	Two-Year Institution Best Practices and Roundtable Discussion <i>Karl Madeo, Tompkins Cortland Community College</i>	Panel Discussion: Technology Tools to Facilitate Faculty Collaboration <i>Moderator: Fabiola Jaurez-Coca, Boise State University; Brandon Kowallis, Salt Lake Community College; Amy Berry, Southwestern Minnesota State University; Doug Binsfeld, Inver Hills Community College; Wanda Synsteliën, Inver Hills Community College</i>	
3:30 PM - 3:45 PM	Break				
Location	North 3rd Floor	West 3rd Floor	South 3rd Floor	East 3rd Floor	
P3 ◇◇◇◇◇◇◇◇ 3:45 PM - 4:30 PM	Promoting Your CEP: Idea Sharing Potluck <i>Anne Ausdemore, Nebraska Wesleyan University; Rich Blazier, Parkland College</i>	Seven Years of Innovation and Collaboration: One Accreditation Cycle in Review <i>Loralee Stevens, Johnson County Community College; Marilyn Senter, Johnson County Community College</i>	CEP Students' Subsequent College Performance at University of Findlay and Syracuse University <i>Judith Wahrman, University of Findlay; David Rossman, University of Findlay; Kalpana (Kal) Srinivas, Syracuse University</i>	National Legislation and Policy: Interest in Concurrent Enrollment in the Other Washington <i>Adam Lowe, NACEP</i>	
5:00 PM - 7:00 PM	Welcome To Seattle Reception & Accreditation Recognition Ceremony				

Professional Development and Assessment	Program Management	Roundtable Discussions	Research and Evaluation
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Coffee and Tea on Level B and on Floors 3 & 4					
	Columbia 4th Floor	James 4th Floor	Seneca 4th Floor		
	<p>Highs and Lows of Collaborative Assessment Strategies in Geoscience Courses</p> <p><i>Miriam Bertram, University of Washington; Tansy Clay Burns, University of Washington; Mikelle Nuwer, University of Washington; Liz Nesbitt, University of Washington; Mike Town, Lake Washington School District; Nancy Flowers, Everett High School</i></p>	<p>Goal: Offer the Best Professional Development for Your CE Teachers</p> <p><i>Susan Henderson, University of Minnesota-Twin Cities; Julie Williams, University of Minnesota-Twin Cities</i></p>	<p>Secondary Schools Best Practices and Roundtable Discussion</p> <p><i>Joni Swanson, Mount Vernon School District; Robie Cornelious, Duval County Public Schools</i></p>		
Coffee and Tea on Level B and on Floors 3 & 4					
	Columbia 4th Floor	James 4th Floor	Seneca 4th Floor	Marion 4th Floor	Courtyard Level B
	<p>Training High School Teachers in College Composition</p> <p><i>Deanna Jessup, Indiana University; Christine Farris, Indiana University</i></p>	<p>Using iPads to Enhance Student Learning</p> <p><i>Gale Yates, Arkansas State University; Beverly Gilbert, Arkansas State University; Gina Hogue, Arkansas State University; Mark Hoeting, Arkansas State University</i></p>	<p>Enrolling Academic Middle Students: A Case Study of the Memphis City Schools</p> <p><i>Elisabeth Barnett, Columbia University; Joyce Mitchell, Memphis City Schools</i></p>	<p>Private Institution Best Practices and Roundtable Discussion</p> <p><i>Dennis Waller, Northwest Nazarene University</i></p>	<p>Introduction to NACEP's Standards for Program Quality</p> <p><i>Becky Carter, Indiana University; Becky Latting, Arkansas State University-Beebe; Lynne Clawson-Day, University of Missouri-Kansas City</i></p>
	<p>Maxwell's - 2nd Floor & Madison Ballroom - 2nd Floor</p>				

Policy and Advocacy	Access and Success	STEM and CTE	Standards and Accreditation
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MONDAY, OCTOBER 29, 2012					
7:00 AM - 8:15 AM	Breakfast				
Location	North 3rd Floor	West 3rd Floor	South 3rd Floor	East 3rd Floor	
P4 ◇◇◇◇◇◇◇◇ 8:15 AM - 9:00 AM	CEP 2.0: Enhancing Your Program Beyond Simply Offering College Courses <i>Jerry Edmonds, Syracuse University</i>	Incorporating STEM and Project-Based Learning in Concurrent Enrollment Courses <i>Shirley Bazdar, Loudoun County Public Schools</i>	Can They Really Enroll Themselves? <i>Pete Belk, Johnson County Community College; Lorelee Stevens, Johnson County Community College</i>	Informing Regional Accreditors About State Policy and Quality Assurance <i>Victor Borden, Indiana University Bloomington; David Seiler, Lake Land College; Jason Taylor, University of Illinois at Urbana-Champaign</i>	
9:00 AM - 9:15 AM	Break				
Location	North 3rd Floor	West 3rd Floor	South 3rd Floor	East 3rd Floor	
P5 ◇◇◇◇◇◇◇◇ 9:15 AM - 10:00 AM	Aligning Expectation for Learning Through Professional Development <i>Gillian Thorne, University of Connecticut; Louise Larson, University of Connecticut; Stefanie Rabin, University of Connecticut</i>	Senior Year Transition Courses <i>Elisabeth Barnett, Columbia University</i>	Conducting NACEP Evaluation Surveys Using the Integrated Evaluation System (IES) <i>Jerry Edmonds, Canusia Solutions; Avinash Kadaji, Canusia Solutions</i>	Effective Administrative Visits: The Benefits of Dedicated Time <i>Mary Lenhardt, University of Minnesota Twin Cities; Jan Erickson, University of Minnesota, Twin Cities</i>	
10:00 AM - 10:15 AM	Break				
10:15 AM - 11:30 AM	Plenary Session Announcement of Research Development Grant Recipients - <i>Diana Johnson, NACEP Research Committee Chair, NorthWest Arkansas Community College</i> Recognition of Departing Board Members - <i>Lynn Burbank, NACEP Outgoing President, University of Minnesota – Duluth</i> Recognition of Incoming Board Members and Remarks - <i>Sandy Gonzalez, NACEP Incoming President, Schenectady County Community College</i> Introduction of Featured Speaker - <i>Rosemary Sheffield, Senior Director, Educational Outreach, University of Washington</i> FEATURED SPEAKER: STEM Education and Concurrent Enrollment: Challenging Students to Reach for the Stars - <i>James Rowley, University of Dayton</i>				

Professional Development and Assessment	Program Management	Roundtable Discussions	Research and Evaluation
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Madison Ballroom - Floor 2					
	Columbia 4th Floor	James 4th Floor	Seneca 4th Floor	Marion 4th Floor	Spring 4th Floor
	Reconciling State Diploma Requirements with College Degree Requirements <i>Vanessa Anderson, Bard High School Early College; John Weinstein, Bard High School Early College; Patricia Sharpe, Bard High School Early College</i>	NACEP Accreditation Committee Meeting <i>Committee Chair Becky Carter, Indiana University</i> (Open only to Current Members of the Accreditation Committee)	Using a Coded Test Bank to Create Comprable and Rigorous Assessments <i>Linda Martin-Morris, University of Washington; Denise Thompson, Orting High School; Trez Buckland, University of Washington</i>	NACEP Research Committee Meeting <i>Committee Chair Diana Johnson, Northwest Arkansas Community College</i>	NACEP Membership Committee Meeting <i>Committee Chair EJ Anderson, Rio Salado College</i>
Coffee and Tea on Level B and on Floors 3 & 4					
	Columbia 4th Floor	James 4th Floor	Seneca 4th Floor	Marion 4th Floor	Spring 4th Floor
	Growing Viticulture Courses in Oregon Wine Country <i>Trish Conlon & Johnny Mack, Chemeketa Community College; Ken Wright, Yamhill Carlton Winegrowers Association; Nichole Eskelsen & Jim Orth, Yamhill Carlton High School</i>	NACEP Secondary School Partners Committee Meeting <i>Committee Chair Joni Swanson, Mount Vernon School District</i>	Dual Credit in Alberta, Canada: Directions, Policies, and Partnerships <i>Bonnie Watt-Malcolm, University of Alberta</i>	NACEP Governmental Relations Committee <i>Committee Member Curtis Biggs, Northern Wyoming Community College District</i>	NACEP Communications Committee Meeting <i>Committee Chair Julie Williams, University of Minnesota-Twin Cities</i>
Coffee and Tea on Level B and on Floors 3 & 4					
Courtyard Ballroom - Level B					

Policy and Advocacy	Access and Success	STEM and CTE	Standards and Accreditation
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MONDAY, OCTOBER 29, 2012 - CONTINUED

11:30 AM - 1:00 PM	Lunch				
Location	North 3rd Floor	West 3rd Floor	South 3rd Floor	East 3rd Floor	
W2 ◇◇◇◇◇◇◇◇ 1:00 PM - 2:15 PM	Panel Discussion: Strategies for Increasing Access to a Broader Range of Students <i>Moderator: Doug Binsfeld, Inver Hills Community College; Lauren Wintermeyer, Santa Barbara City College; Barry Hawthorne, Advanced Technology Academy; Bruce Harger, Lake Superior State University; Wanda Synsteliën, Inver Hills Community College</i>	Panel Discussion: Admissions Officer Perspectives on Concurrent Enrollment <i>Moderator: Carol Wyatt, Jesuit High School; Philip Ballinger, University of Washington; Melore Nielsen, Seattle University; Karl Stumo, Pacific Lutheran University; Bryan Gould, The Evergreen State College; Amy Hammons, Everett Community College</i>	Panel Discussion: Industry Perspectives on Preparing Students for Success in STEM Careers <i>Moderator: Ed Lazowska, University of Washington; Gail Alverson, Cray Inc.; Samson Blackwell, Providence Health and Services; Michael Greenwood, The Boeing Company; Chris Rivera, Washington Biotechnology & Biomedical Association</i>	Four Year Institution Best Practices and Roundtable Discussion <i>Fabiola Jaurez-Coca, Boise State University</i>	
2:15 PM - 2:45 PM	Break				
Location	North 3rd Floor	West 3rd Floor	South 3rd Floor	East 3rd Floor	
P6 ◇◇◇◇◇◇◇◇ 2:45 PM - 3:30 PM	A Professional Development Course For New Concurrent Enrollment Instructors <i>Ginger Winckler, North Idaho College; Molly Michaud, North Idaho College; Gail Ballard, North Idaho College</i>	The Impact of Dual Credit on Key Postsecondary Outcomes in Illinois <i>Eric Lichtenberger, Illinois Education Research Council; Bob Blankenberger, University of Illinois-Springfield</i>	Permeating the High School-College Partnership at All Levels <i>Tim Wilkerson, Community College of Aurora; Janet Brandau, Community College of Aurora; Donald Keeley, Aurora Public Schools</i>	Beyond Articulation: Options for Alignment in Concurrent Enrollment <i>Sheena Martin, Front Range Comm. College; Brandon Protas, Comm.College of Denver; Marilyn Kenfield, Red Rocks Comm. College; Tammy Ward, Arapahoe Comm. College</i>	
3:30 PM - 3:45 PM	Break			Coffee and Tea on Level B	
3:45 PM - 4:30 PM	Closing Session & Conference Wrap-up NACEP 2013 National Conference Preview: Jacksonville, Florida - Robie Cornelious, Duval County Public Schools & Nancy Yurko, Florida State College at Jacksonville Volunteer Raffle, Door Prizes, and Contest Winners - Lynn Burbank, University of Minnesota-Duluth & Tim Stetter, University of Washington Closing Comments - Sandy Gonzalez, NACEP Vice President, Schenectady County Community College & Adam Lowe, NACEP Executive Secretary				Courtyard Ballroom - Level B

1	Professional Development and Assessment	Program Management	Roundtable Discussions	Research and Evaluation
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Madison Ballroom & Maxwell's - Floor 2					
	Columbia 4th Floor		Seneca 4th Floor		
	<p>Panel Discussion: Statewide Collaborative Networks of Concurrent Enrollment Partnerships</p> <p><i>Moderator: Gillian Thorne, Univ. of Connecticut; Ted Ungricht, Utah Valley Univ.; Steve Crowther, Salt Lake Comm. College; Michelle Christopherson, Univ. of Minnesota, Crookston; Karey Kalakian, Minnesota State Univ.; Judith Wahrman, Univ. of Findlay; Ed Levinstein, Genesee Comm. College</i></p>		<p>Panel Discussion: Exploring Concurrent Enrollment in the Era of Common Core and New High School Accountability Systems</p> <p><i>Moderator: Jennifer Brown Lerner, American Youth Policy Forum; Mike Hubert, Washington Office of Superintendent of Public Instruction; Rob Kerr, Illinois Community College Board; Karen Hynick, Minnesota State Colleges and Universities</i></p>		
	Coffee and Tea on Level B and on Floors 3 & 4				
	Columbia 4th Floor	James 4th Floor	Seneca 4th Floor	Marion 4th Floor	Spring 4th Floor
	<p>Case Study of a Facilitated Online Teaching Model for Dual Credit Courses</p> <p><i>Julie Fisher, Central New Mexico Community College</i></p>	<p>NACEP's Got Talent: How You Can Get Involved</p> <p><i>NACEP President Lynn Burbank, University of Minnesota-Duluth; NACEP Vice President Sandy Gonzalez, Schenectady County Community College</i></p>	<p>Expanding Access through Fun and PROFIT</p> <p><i>Gayle Rogan, Saint Louis University</i></p>	<p>Crafting a Policy and Best Practice Statement on Concurrent Enrollment in the Composition Discipline</p> <p><i>Christine Farris, Indiana University; Kristine Hansen, Brigham Young University</i></p>	<p>Developing the Holistic Leader: The Development of a Leadership Philosophy</p> <p><i>Juston Pate, Maysville Community and Technical College</i></p>
	TUESDAY, OCTOBER 30, 2012 - ACCREDITATION INSTITUTE				
	<p>7:00 AM - 12:00 PM</p>	<p>Ticket required; pre-registered participants only Breakfast at 7:00 AM Institute to start promptly at 8:00 AM</p>			<p>Courtyard Ballroom (Level B)</p>
	Policy and Advocacy	Access and Success	STEM and CTE	Standards and Accreditation	

7:30–8:30 AM **New Attendees Breakfast** *Madison Ballroom*
Pre-registered guests only *(2nd floor)*

9:00–10:30 AM **Welcome and Opening Plenary Session** *Courtyard Ballroom*

NACEP President’s Welcome

Lynn Burbank, NACEP President, University of Minnesota-Duluth

Greeting from our Conference Host

Mona Kunselman, Director, Educational Outreach, University of Washington

Tim Stetter, UW in the High School Program Manager, University of Washington

Special Video Greeting

Senator Patty Murray, United States Senator representing the State of Washington

Introduction of Keynote Speaker

Adam Lowe, Executive Secretary, NACEP

Keynote Lecture: Time is the Enemy

Stan Jones, President, Complete College America

10:30–10:45 AM **Break** *Refreshments on Level B and on floors 3 & 4*

10:45–11:30 AM **Presentation Session 1**

Continue the Conversation With Stan Jones

Stan Jones, Complete College America

Courtyard Ballroom

(Level B)

Strategies for Marketing Concurrent Enrollment in AP-Focused Schools

Rich Blazier, Parkland College

Darren Daniel, Vista Murrieta High School

Tom Spillman, Mt. San Jacinto Community College

North

(3rd floor)

For years Advanced Placement (AP) was the only avenue available for high school students to earn college credit. Now there’s a “new kid on the block” - concurrent enrollment (CE). As CE courses continue to flourish, high schools and teachers often feel caught in the middle as they are pulled back and forth between a former reliance on AP and a desire to expand CE programs. This session will examine the “conflict” of trying to build CE at schools that often have strong AP programs. Strategies for marketing CE to AP schools as well as possible solutions to the “CE/AP dilemma” will be discussed. Time will be available for audience discussion.

Technical Courses Belong in Concurrent Enrollment

Beverly Hunsberger, Pennsylvania College of Technology

Jeannette Carter, Pennsylvania College of Technology

West

(3rd floor)

At Pennsylvania College of Technology technical courses make up ninety-five percent of our concurrent enrollment program. To ensure that the high school courses are equal to the college courses a multi-stage approach has been implemented that includes professional development, assessment of equipment and software compatability, and having college faculty share in the assessment of major unit tests and finals. Implementation and processes that ensure alignment and rigor of this NACEP accredited program will be shared.

10:45–11:30 AM **Presentation Session 1** (cont.)**Implications of Common Core State Standards and Assessments on Concurrent Enrollment****South**
(3rd floor)*Callie Riley, Achieve*

As states are grappling with limited budgets and increased expectations to prepare all students for college and careers, concurrent enrollment programs, grounded in rigor, increasingly provide students an opportunity to better prepare for success in postsecondary programs. This presentation will focus on lending a national perspective to the innovative partnerships between K-12 and higher education that states are forming around the implementation of the Common Core State Standards and common assessments, with an eye toward implications the standards and assessments have on concurrent enrollment policies and the role of practitioners in ensuring meaningful alignment between K-12 and higher education.

Effective Evaluation Survey Methodology**East**

(3rd floor)

*Diana Johnson, NorthWest Arkansas Community College**Becky Carter, Indiana University - Bloomington**Jerry Edmonds, Syracuse University*

NACEP requires accredited concurrent enrollment programs to evaluate their programs through regular surveys. Learn about the newly revised NACEP survey instruments, how to plan and conduct effective surveys and how to report survey results to various audiences. This program is targeted at beginning and intermediate level program administrators or researchers.

Connecting with Students**Columbia**

(4th floor)

*Brandon Kowallis, Salt Lake Community College**Holly Perry, Salt Lake Community College**Mike Brammer, Salt Lake Community College*

Learn how Salt Lake Community College has implemented various strategies to stay connected to a large number of individual students, helping them to choose classes with a purpose, understand the impact of taking concurrent enrollment courses, feel like they are part of a college going culture, establish a connection to SLCC, and stay current with important information. This presentation will address both traditional and social media marketing strategies that are currently used at SLCC, and a few that are in the process of being implemented.

Collaborative HS and College Faculty Assessments of Student Portfolios**Marion**

(4th floor)

*Katie Beadle, Northeast Iowa Community College**James Brimeyer, Northeast Iowa Community College*

Are you looking for partnerships that work in assuring rigor in concurrent enrollment courses? This session will focus on the collaborative assessment strategy employed in Composition I and Composition II courses which recently won national recognition by the Two Year College English Association. A high school program coordinator and Communication faculty member will share insights on creating positive relationships between college and high school faculty while ensuring course consistency and quality for students.

10:45–11:30 AM Presentation Session 1 (cont.)

The Challenges of a College Partnership to Transform a Low-Performing School

James
(4th floor)

Robie Cornelious, Duval County Public Schools
Dana Thomas, Florida State College at Jacksonville

Educational institutions often struggle to maintain successful partnerships in the wake of challenges. While these challenges vary in duration and complexity, the more formidable ones seem to include a) legislative changes, b) employee attrition, and c) student behavior and apathy. Duval County Public Schools and Florida State Community College at Jacksonville collaborate to manage four Early College Programs with a unique model that expands access to underrepresented and nontraditional students. Relationship building and an analysis of student successes and failures impacted the resolve of district and campus staff mitigating the challenges of offering an Early College Program at a low performing school.

Using Data to Understand Student Transitions to College

Seneca
(4th floor)

Jordan Horowitz, Institute for Evidence-Based Change

Linking data across educational segments can be an arduous task. Restrictions from the Family Educational Rights and Privacy Act (FERPA) also complicate the issue. However, students don't need to be identified to understand the successes of and obstacles to student transitions and intersegmental academic performance. The presenters will discuss a model for gathering, organizing, and examining intersegmental student data. They also will demonstrate an online tool that supports the endeavor. Finally, participants will identify potential questions they have about students intersegmental successes related to concurrent enrollment and its effects, and develop solutions to answering their questions.

11:30–1:00 PM Buffet Lunch

Madison Ballroom and Maxwell's (2nd floor)

1:00–1:45 PM Presentation Session 2

NACEP Business Meeting (ends at 2:00 PM)

Courtyard Ballroom
(Level B)

NACEP President Lynn Burbank, University of Minnesota-Duluth

The Board of Directors will report on NACEP activities over the past year, and will facilitate a discussion on the future direction of NACEP and the relationship between accreditation and the other work of NACEP. The Board will share the work of a task force that crafted a plan for establishing an independent Accreditation Commission, and the opportunity this presents for greater participation in Board leadership from all types of NACEP members. The Business Meeting is open to all members who wish to provide feedback, though voting is limited to the appointed voting representative from each accredited member institution.

Creating Accelerated 9-13 Degree Pathways

North
(3rd floor)

Cecilia Le, Jobs for the Future

Jobs for the Future assist school districts and colleges to create 9-13 pathways aligned to college readiness standards, using dual credit. These pathways span the traditional high school years and extend into the first year of college. The overarching goal of this work is to build school district capacity to implement college-ready standards and strengthen shared accountability between high schools and colleges for the successful transition of students into and through a degree/credential program.

1:00–1:45 PM

Presentation Session 2 (cont.)**The Challenges of Career and Technical Education Concurrent Enrollment****West***Patricia W. Haag, Southern Maine Community College**(3rd floor)*

As colleges, universities, and states seek to expand access to postsecondary options for high school students, interest in concurrent enrollment programs (CEP) for students in career and technical education (CTE) programs increases, as does talk of increased federal support for CTE CEP. After she directed a NACEP-accredited program that only offered CEP liberal arts classes, this presenter faced a steep learning curve when she went to work for a new program that only offers career and technical CEP classes. Learn about some of the challenges, issues, and opportunities unique to CTE CEP.

Perspectives on Faculty Collaboration in World Language Programs**South***Phillip Markley, University of Washington**(3rd floor)**Klaus Brandl, University of Washington*

With university programs in the high schools, there is an ever-present concern to maintain university standards and ensure that teaching methods used are consistent with university guidelines. The two presenters, world language coordinators will review the challenges of maintaining standards in the high school programs such as the use of the target language, communicative methods for teaching, our annual orientation for review and training, and classroom observations and post-observation discussions. The audience will be encouraged to think about what we are doing and also share their insights and comment on their own challenges to maintain standards and align methods and assessment.

The Thinking Gap: Teaching Students Study Skills to Succeed in College Courses**East***(3rd floor)**Dale Lehman, Tahoma High School*

Learning enhanced study skills is one of the primary benefits to students enrolled in concurrent enrollment programs. When and how do students learn these skills? One of the paramount challenges facing instructors teaching college courses in high schools comes in teaching young students how to think and study like college students at the same time they are teaching students rigorous course content. In this session we will explore practices that teach students how to build progressive skill sets in active reading, active processing, and in thinking that will help them confidently meet the challenges of challenging college coursework.

A Dual-Credit Chemistry Class Using a Hybrid Delivery/Team Teaching Approach**Seneca***(4th floor)**Donald Storer, Southern State Community College*

A pilot program in which high school chemistry students receive dual credit for both high school and college chemistry was implemented to test a hybrid, team-teaching approach. The use of both online and face-to-face delivery of course materials by both the high school teacher and the college professor allowed the college and high school to accommodate each other's schedules. Proximity of the college campus to the high school facilitated the students' performing most labs at the college campus. The program culminated in a research project involving the analysis of samples from an archaeological excavation at George Washington's home.

1:45–2:15 PM

Break*Refreshments on Level B and on floors 3 & 4*

2:15–3:30 PM

Workshop Session 1

Panel Discussion: Supporting Student Success in Urban Schools

North

(3rd floor)

Moderator: Ginger Ramsden, University of Southern Indiana
Brian Boecher, University of Connecticut
Suzanne Korey, City College of San Francisco
Valerie Abaunza, City College of San Francisco
Brandon Protas, Community College of Denver

Partnerships with urban schools present unique institutional, bureaucratic, and funding challenges. Urban schools often feature high levels of poverty, transient teachers, and large curriculum and achievement gaps. Expanding concurrent enrollment to reach more deeply in urban schools requires CEPs to work in conjunction with other programs to address uneven academic support infrastructure. Panelists will share some of the challenges they've faced in building and sustaining partnerships in urban school districts.

Panel Discussion: The State Role in Improving Program Quality

West

(3rd floor)

Moderator: Adam Lowe, NACEP
Reynold Gardner, Oregon Department of Education
Larry Cheyne, Oregon Department of Community Colleges and Workforce Development
Michael Quillen, Kentucky Community & Technical College System
Lisa Stephenson, Kentucky Community & Technical College System
Ione DeOllos, Indiana Commission for Higher Education
Tari Lambert, Transfer Indiana
Rusty Monhollon, Missouri Department of Higher Education

As states increasingly promote concurrent enrollment as an effective tool for college transition and success, concerns are often raised about course quality during period of rapid growth. Public investments in concurrent enrollment necessitate that providers are accountable for high standards, particularly to ensure broad credit acceptance and transfer among colleges and universities. States' roles in higher education standards setting and accountability vary widely, striking a balance between a respect for institutional autonomy and the need for oversight. Learn from four states where efforts have focused on raising the quality of all concurrent enrollment providers.

Two-Year Institution Best Practices and Roundtable Discussion

South

(3rd floor)

Karl Madeo, Tompkins Cortland Community College

This is an opportunity to share best practices, ask questions, offer suggestions, and dialogue with others from Two-Year Institutions, as well as the NACEP Board Two-Year Institutional Representative. Topics may include: NACEP Standards, working with faculty, professional development, program evaluation, maintaining strong school partnerships. Attendees are encouraged to bring questions and best practices to share. Information will also be shared about NACEP Board decisions and future directions.

2:15–3:30 PM

Workshop Session 1 (cont.)

Panel Discussion: Technology Tools to Facilitate Faculty Collaboration

East

(3rd floor)

Moderator: Fabiola Jaurez-Coca, Boise State University

Brandon Kowallis, Salt Lake Community College

Amy Berry, Southwestern Minnesota State University

Doug Binsfeld, Inver Hills Community College

Wanda Synsteliën, Inver Hills Community College

Struggling to maintain quality, consistency, and rigor? Come learn how to utilize technology tools to facilitate effective collaboration between college faculty and high school concurrent enrollment instructors. Learn how institutions have utilized learning management systems and instructional websites to support sharing and collaboration, curriculum alignment, faculty training and development, and create libraries of course-specific resources. Explore emerging technology innovations that can further the faculty relationships central to quality concurrent enrollment.

Highs and Lows of Collaborative Assessment Strategies in Geoscience Courses

Columbia

(4th floor)

Miriam Bertram, University of Washington

Tansy Clay Burns, University of Washington

Mikelle Nuwer, University of Washington

Liz Nesbitt, University of Washington

Mike Town, Lake Washington School District

Nancy Flowers, Everett High School

Assessment in concurrent enrollment courses must simultaneously serve the needs of the high schools, teachers, students, and the university departments sponsoring these classes. We have developed and implemented various strategies for concurrent enrollment courses in Geology 101, Oceanography 101, and Atmospheric Science 211 at the University of Washington. A panel of University liaisons, teachers, and program evaluators will share their perspectives and facilitate a full group discussion on issues in assessment: Who should determine student assessment, the university liaison or the high school teacher? How should students be assessed, to avoid the high-stakes test pitfall? How to assure rigorous college-level learning?

Goal: Offer the Best Professional Development for Your CE Teachers

James

(4th floor)

Susan Henderson, University of Minnesota-Twin Cities

Julie Williams, University of Minnesota-Twin Cities

Postsecondary faculty ordinarily have little professional connection to high schools, so they are often ill-positioned to create effective discipline-specific professional development (PD) for concurrent enrollment (CE) teachers. They can become frustrated and the PD itself may miss the mark. This session highlights the procedural and structural steps that College in the Schools (CIS) takes to provide excellent discipline-specific PD for its teachers. Learn how CIS uses a Faculty Coordinator Handbook, course advisory committees, Faculty Coordinator biannual meetings, video site visits, and logistical support to ensure the delivery of professional development that supports high quality instruction in the CE classroom.

2:15–3:30 PM Workshop Session 1 (cont.)

Secondary Schools' Best Practices and Roundtable Discussion

Seneca

Joni Swanson, Mount Vernon School District
Robie Cornelious, Duval County Public Schools

(4th floor)

Do you teach CEP classes or are you a public or private K-12 school administrator? Or are you just interested in knowing more about CEP from the perspective of the secondary schools? Come to this session to meet others like you! We will discuss best practices and challenges found in concurrent enrollment partnerships from the viewpoint of high school personnel.

3:30–3:45 PM Break

Refreshments on Level B and on floors 3 & 4

3:45–4:30 PM Presentation Session 3

Introduction to NACEP's Standards for Program Quality

Courtyard Ballroom

Becky Carter, Indiana University - Bloomington
Becky Latting, Arkansas State University - Beebe
Lynne Clawson-Day, University of Missouri-Kansas City

(Level B)

Learn how NACEP's national standards demonstrate best practices that ensure college courses offered in high schools are of the same high quality as courses offered on college campuses. This session is valuable whether you are new to NACEP or a veteran who needs to understand the changes between the new and old standards. Colleagues will demystify the intent behind the standards and strategies for implementation.

Promoting Your CEP: Idea Sharing Potluck

North

Anne Ausdemore, Nebraska Wesleyan University
Rich Blazier, Parkland College

(3rd floor)

Hungry for some new marketing ideas? Need simple recipes for promoting your CEP? Come prepared to share your own savory solutions in areas such as public relations, social media, advertising, printed materials, and give-aways. Then sample everyone else's offerings in this highly interactive session. You're sure to take home many easy tantalizing tips that will spice up your own CEP program. This is a sharing session, so everyone attending is expected to come with at least one dish (idea) and a recipe (supporting materials)--and make sure it's a concept that you can serve up in just a minute or two!

**Seven Years of Innovation and Collaboration:
One Accreditation Cycle in Review**

West
(3rd floor)

Loralee Stevens, Johnson County Community College
Marilyn Senter, Johnson County Community College

The earliest accredited members of NACEP are now entering the reaccreditation process. With this comes a time to reflect upon how NACEP has spurred improvement in our program's innovation, communication and documentation. Over the last seven years, JCCC's College Now program has added a high school discipline-specific liaison and reformatted professional development events. Communication is more direct, inclusive, and team-oriented, whereas documentation of program activities has become a way of life! The process of accreditation has given us more muscle when implementing policy with our partner schools. In this session, we will share ideas about improving CEPs through accreditation.

3:45–4:30 PM

Presentation Session 3 (cont.)**CEP Students' Subsequent College Performance at University of Findlay and Syracuse University****South**
(3rd floor)*Judith Wahrman, University of Findlay**David Rossman, University of Findlay**Kalpana (Kal) Srinivas, Syracuse University*

How successful are our concurrent enrollment high school students when they matriculate to a college or university to enroll in subsequent courses? In this joint presentation, researchers from the University of Findlay and Syracuse University will provide summaries of studies looking at concurrent enrollment students and success at the next level in college.

National Legislation and Policy: Interest in Concurrent Enrollment in the Other Washington**East**
(3rd floor)*Adam Lowe, NACEP*

With major budget battles, partisan gridlock, and the election around the corner, legislators 3,000 miles away from Seattle's Capitol Hill have had multiple competing interests capturing their attention. Nevertheless concurrent enrollment has appeared on the radar screen in the "other Washington" this year. Congress has continued to debate about approaches to education reform, and the Duncan Administration has continued to take aggressive steps to reshape education policy. Hear the latest from NACEP's Executive Secretary on federal initiatives that affect concurrent enrollment and those that are coming down the pike.

Training High School Teachers in College Composition**Columbia**
(4th floor)*Deanna Jessup, Indiana University - Bloomington**Christine Farris, Indiana University - Bloomington*

In this session, English faculty liaisons in a 30 year-old concurrent enrollment program serving over 100 high schools in three states will discuss (1) the importance of a comprehensive discipline-specific training, and (2) how they help experienced high school teachers transition to college-level analytical writing--by modeling not only a common sequence of assignments tied to readings from across the curriculum, but by inviting, through training and annual discipline-specific professional development, the inquiry and engagement with the ideas of others that student papers should reflect.

Private Institution Best Practices and Roundtable Discussion**Marion**
(4th floor)*Dennis Waller, Northwest Nazarene University*

This is an opportunity to share best practices, ask questions, offer suggestions, and dialogue with others from Private Colleges and Universities, as well as the NACEP Board Four-Year Private Postsecondary Institutional Representative. Topics may include: accreditation, budgets, staff, etc. Attendees are encouraged to bring questions and best practices to share. Information will also be shared about NACEP Board decisions and future directions.

3:45–4:30 PM

Presentation Session 3 (cont.)

Using iPads to Enhance Student Learning

James

(4th floor)

Gale Yates, Arkansas State University

Beverly Gilbert, Arkansas State University

Gina Hogue, Arkansas State University

Mark Hoeting, Arkansas State University

This session will describe the collaborative iPad project between Arkansas State University and Nettleton and Valley View High Schools in which the iPads and carts, applications, wi-fi connections, technical support, and instructional training for teachers and students was provided by ASU. Documentation of the use of the iPads including data gathered to determine the impact of the iPads on student learning and enhancement of student technology skills will be presented. A demonstration of student projects will be viewed along with a detailed presentation of applications including iMovie, Garageband, Numbers, Pages, Keynote, and use of iPads for historical research.

Enrolling Academic Middle Students: A Case Study of the Memphis City Schools

Seneca

(4th floor)

Elisabeth Barnett, Columbia University

Joyce Mitchell, Memphis City Schools

Many believe that dual and concurrent enrollment have the potential to assist a wider range of students to make a smooth transition to college, including those in the academic middle. The Memphis City Schools subscribes to this theory and has created the Early College Dual Enrollment Program. In this presentation, the lead researcher from the National Center for Restructuring Education, Schools and Teaching and senior administrator in charge of the dual enrollment initiative will share a case study of this initiative with a focus on lessons for others wanting to expand access to dual and concurrent enrollment opportunities.

5:00–7:00 PM

**Welcome to Seattle Reception
Accreditation Recognition Ceremony**

Madison Ballroom &

Maxwell's (2nd floor)

The Sunday evening reception will be held in the Madison Ballroom and Maxwell's on the 2nd floor of the hotel. This festive event will feature hearty appetizers and a cash bar. A complimentary beverage ticket was provided in your registration envelope. Our reception theme is "The Bounty of the Northwest" and we are excited to introduce you to some of our local wines, microbrews and artisan cheeses.

We are pleased to hold a short program to recognize 22 colleges and universities in Arkansas, Indiana, Iowa, Minnesota, and Utah that earned NACEP accreditation during the past year for their concurrent enrollment programs. Five of the institutions earned re-accreditation. The accreditation process helps institutions validate the quality of college courses offered in high schools and ensures that academic rigor matches the standards of the sponsoring post-secondary institution.

7:00–8:15 AM **Continental Breakfast**

Madison Ballroom (2nd floor)

8:15–9:00 AM **Presentation Session 4**

CEP 2.0: Enhancing Your Program Beyond Simply Offering College Courses

North

Jerry Edmonds, Syracuse University

(3rd floor)

At the 2010 NACEP conference, Robert Baird (Woodrow Wilson) asked, What does an enhanced CEP look like? Noting that essential components include: academic program, student support, professional development and ongoing partnership. These components provide a framework to transform a regular CEP (1.0) into an enhanced CEP (2.0). Through Syracuse University Project Advance (PA) high schools alter the instructional structure of classes, raise student expectations and transform the high school culture. New initiatives focus on 7th grade, creating a comprehensive partnership culminating in University courses. This session highlights PA's transformation from simply offering credit courses and professional development into an enhanced CEP.

Incorporating STEM and Project-Based Learning in Concurrent Enrollment Courses

West

(3rd floor)

Shirley Bazdar, Loudoun County Public Schools

Evaluate and respond to student learning and the need for differentiation through innovative methods of assessing student learning. Learn about innovative STEM and project-based learning activities that will increase the rigor and relevance of your instructional program. Strategies for enhancing existing concurrent dual enrollment classes and opportunities for exploring new partnerships will be discussed.

Can They Really Enroll Themselves?

South

Pete Belk, Johnson County Community College

(3rd floor)

Loralee Stevens, Johnson County Community College

Johnson County Community College's concurrent enrollment students have been applying and enrolling themselves since 2005. Prior to 2005, the admissions office did everything for our 2500+ dual credit students. Our program is called JCCC College Now. Since we implemented this change, we have been treating them like they are in college, now. We will discuss how we set up the admission and enrollment process in Banner and how we communicate the steps to enroll to students.

Informing Regional Accreditors About State Policy and Quality Assurance

East

(3rd floor)

Victor Borden, Indiana University Bloomington

David Seiler, Lake Land College

Jason Taylor, University of Illinois at Urbana-Champaign

The Higher Learning Commission (HLC) in collaboration with the Lumina Foundation initiated a Dual Credit Information Project to inform all regional accrediting agencies about policies, practices and concerns regarding quality assurance for dual credit courses. A team of three graduate interns coached by a professor of educational leadership and policy studies reviewed relevant literature, prevalence statistics, and state policy. The impetus for the project and methodologies employed will be briefly described before focusing most of the session on a discussion of the findings that are all available through publicly available documentation and web resources.

8:15–9:00 AM

Presentation Session 4 (cont.)

Using a Coded Test Bank to Create Comparable and Rigorous Assessments

Seneca

Linda Martin-Morris, University of Washington

(4th floor)

Denise Thompson, Orting High School

Trez Buckland, University of Washington

Creating comparable and rigorous assessments for high school students taking a university course poses a challenge to partners. We approached this challenge as an opportunity to create a coded test bank. Using the Washington State “Depth of Knowledge” hierarchy, we evaluated test bank questions from approximately 10 years of university course tests. We then established a clear standard for exam composition based on these four levels while maintaining instructor autonomy for selection of specific questions. Thus, we have formulated recommendations for our high school teachers’ exams so that comparable assessment can happen regardless of the venue in which the material is taught.

Reconciling State Diploma Requirements with College Degree Requirements

Columbia

(4th floor)

Vanessa Anderson, Bard High School Early College

John Weinstein, Bard High School Early College

Patricia Sharpe, Bard High School Early College

In planning course offerings, early colleges must reconcile the high school diploma requirements imposed by local education partners with the choice of courses and depth of study required by the college partner. Managing these sometimes competing demands and ensuring that students graduate with both a high school diploma and in most cases, an Associates degree, requires a great deal of planning and coordination between all parties. In this presentation, we discuss strategies for satisfying state diploma requirements while offering the depth and breadth of courses required for a liberal arts degree at a high level of rigor.

Committee Meetings

Your program reaps the benefits of a strong, active, and well-respected national organization. NACEP requires and thrives on the hard work and commitment of scores of volunteers. Committee meetings are open to all, with the exception of the Accreditation Committee meeting.

NACEP Research Committee Meeting

Marion

Committee Chair Diana Johnson, NorthWest Arkansas Community College

(4th floor)

Research Committee members work on projects to support NACEP members in conducting research and furthering research and understanding of concurrent enrollment. The committee will discuss how to facilitate longitudinal research studies of the effectiveness of concurrent enrollment and tools to support programs in conducting evaluation surveys.

NACEP Accreditation Committee Meeting

James

Committee Chair Becky Carter, Indiana University - Bloomington

(4th floor)

Current accreditation peer reviewers are encouraged to attend this meeting to ask questions and share insights about issues arising during the current accreditation review cycle. Open only to current members of the Accreditation Committee.

8:15–9:00 AM Presentation Session 4 (cont.)

NACEP Membership Committee Meeting

Spring

Committee Chair EJ Anderson, Rio Salado College

(4th floor)

Membership Committee members volunteer for tasks to grow membership and conference attendance, such as outreach to potential and former members, identifying meetings where NACEP might present or share information with potential members, and to identify member services to retain existing members. Representatives from states and geographical regions with lower NACEP membership rates are particularly encouraged to participate.

9:00–9:15 AM Break

Refreshments on Level B and on floors 3 & 4

9:15–10:00 AM Presentation Session 5

Aligning Expectation for Learning Through Professional Development

North

Gillian Thorne, University of Connecticut

(3rd floor)

Louise Larson, University of Connecticut

Stefanie Rabin, University of Connecticut

No other model for early college credit matches the power and potential of concurrent enrollment professional development. Instructor certification provides the backbone of NACEP-inspired CEPs, but professional development builds the skeleton, or structure, for alignment of expectations and resources for student learning. This session explores unique opportunities for discipline-specific collegial mentoring and sharing of institutional resources that promote critical thinking and focused conversations around curriculum alignment, course comparability, academic rigor, and partnership enrichment. Participants will develop or refine the ability to promote CEP professional development and the unique characteristics that make it superior to other standardized professional development programs.

Senior Year Transition Courses

West

Elisabeth Barnett, Columbia University

(3rd floor)

Transition courses are regular high school courses generally offered during the senior year intended to better prepare students for college. They offer high school credit, and some offer college credit as well. They are developed by college faculty and incorporate the norms and expectations of the college experience. This presentation will focus on a range of approaches to transition courses across the U.S. and then share information on Virginia's capstone courses. We will discuss the potential benefits, as well as the ways in which they can be challenging to implement.

Conducting NACEP Evaluation Surveys Using the Integrated Evaluation System (IES)

South

(3rd floor)

Jerry Edmonds, Canusia Solutions

Avinash Kadaji, Canusia Solutions

Learn how to administer your NACEP surveys using the Integrated Evaluation System (IES) software that NACEP has licensed for all members to use. This program will demonstrate IES for administering NACEP student alumni surveys and the impact surveys for high school instructors, principals and guidance counselors.

9:15–10:00 AM **Presentation Session 5** (cont.)

Effective Administrative Visits: The Benefits of Dedicated Time

East

Mary Lenhardt, University of Minnesota Twin Cities

(3rd floor)

Jan Erickson, University of Minnesota, Twin Cities

Why should concurrent enrollment personnel make in-person visits with partner high schools? We learn from our partners to become better partners. When College in the Schools created dedicated time for dialogue and listening through administrative visits we hoped to feel confident new principals were now informed and stay connected with administrators. However, we realized over time exponential benefits that have impacted our practices such as: understanding unique school cultures and trends and spontaneous program development resulting in new courses. Join us to hear insights, testimonies and strategies for creating your own customized tools for impactful and improved partner dialogue.

Growing Viticulture Courses in Oregon Wine Country

Columbia

Trish Conlon, Chemeketa Community College

(4th floor)

Johnny Mack, Chemeketa Community College

Ken Wright, Yamhill Carlton Winegrowers Association

Nichole Eskelsen, Yamhill Carlton High School

Jim Orth, Yamhill Carlton High School

The Yamhill Carlton Winegrowers Association approached Yamhill Carlton High School and Chemeketa Community College in order to enter into a partnership to offer the first Future Farmers of America (FFA)/Viticulture program in Oregon. Through a dynamic partnership between these three organizations, a pilot program has been born, and plans to expand it to other schools in Yamhill County is also in the works. This session will take you through the journey that began as an industry idea and is now a program available to local high school students in which they earn both high school and college credits that will prepare them to study viticulture at Chemeketa Community College.

Dual Credit in Alberta, Canada: Directions, Policies, and Partnerships

Seneca

Bonnie Watt-Malcolm, University of Alberta

(4th floor)

Dual credit programming directions, policies, and partnerships in Alberta, a province in western Canada, are investigated. Dual credit options are listed as one of Alberta Education's five strategies to increase high school completions. Other government ministries directed to further dual credit programming are Advanced Education and Technology and Human Services. Government documents, organizational literature, school websites, and preliminary conversations with government, secondary and post-secondary, community, and business and industry representatives form the basis of this presentation about Albertas dual credit policies, directions, and partnerships.

9:15–10:00 AM Presentation Session 5 (cont.)

Committee Meetings

Your program reaps the benefits of a strong, active, and well-respected national organization. NACEP requires and thrives on the hard work and commitment of scores of volunteers. Committee meetings are open to all, with the exception of the Accreditation Committee meeting.

NACEP Governmental Relations Committee Meeting

Marion

Committee Member Curtis Biggs, Northern Wyoming Community College District

(4th floor)

Committee members monitor state and/or federal legislation and policy in areas affecting NACEP and concurrent enrollment programs. The committee helps raise NACEP's visibility with governmental relations staff, legislators, and policymakers and supports member engagement in governmental relations efforts.

NACEP Secondary School Partners Committee Meeting

James

Committee Chair Joni Swanson, Mount Vernon School District

(4th floor)

This year the committee successfully launched a series of articles profiling high schools with successful concurrent enrollment programs. The Secondary School Partners Committee is an opportunity for high school educators to get engaged in national dialogue and information exchange, identify ways to highlight and communicate successes, and share best practices in high school programs.

NACEP Communications Committee Meeting

Spring

Committee Chair Julie Williams, University of Minnesota-Twin Cities

(4th floor)

The Communications Committee generates ideas, creates materials, and provides feedback on a variety of communications initiatives. Members enhance NACEP's communications by helping maintain the website, produce the newsletter, utilize social media, and make presentations to key national and state organizations/conferences.

10:00–10:15 AM Break

Refreshments on Level B and on floors 3 & 4

10:15–11:30 AM Plenary Session

Courtyard Ballroom

Announcement of Research Development Grant Recipients

Diana Johnson, NACEP Research Committee Chair, NorthWest Arkansas Community College

Recognition of Departing Board Members

Lynn Burbank, NACEP Outgoing President, University of Minnesota – Duluth

Recognition of Incoming Board Members and Remarks

Sandy Gonzalez, NACEP Incoming President, Schenectady County Community College

Introduction of Featured Speaker

Rosemary Sheffield, Senior Director, Educational Outreach, University of Washington

Featured Lecture: STEM Education and Concurrent Enrollment: Challenging Students to Reach for the Stars

James Rowley, University of Dayton

11:30–1:00 PM Lunch

Madison Ballroom and Maxwell's (2nd floor)

1:00–2:15 PM Workshop Session 2

Panel Discussion: Strategies for Increasing Access to a Broader Range of Students

North
(3rd floor)

*Moderator: Doug Binsfeld, Inver Hills Community College
Lauren Wintermeyer, Santa Barbara City College
Barry Hawthorne, Advanced Technology Academy
Bruce Harger, Lake Superior State University
Wanda Synsteliën, Inver Hills Community College*

As more students in the academic middle are pushed to complete post-secondary education, colleges struggle to meet those particular students' needs. Developmental courses are costly to institutions as well as students. Concurrent enrollment is one of the few effective leverage points for postsecondary engagement in improving high school curriculum and instruction. Three institutions will share how they have built a pipeline of students prepared to succeed in concurrent enrollment courses in upper grades by integrating early assessments of students' college readiness, college-ready skills development, project-based learning, and aspects developmental education in middle school through 10th grade.

Panel Discussion: Admissions Officer Perspectives on Concurrent Enrollment

West

(3rd floor)

*Moderator: Carol Wyatt, Jesuit High School / Portland State University
Philip Ballinger, University of Washington
Melore Nielsen, Seattle University
Karl Stumo, Pacific Lutheran University
Bryan Gould, The Evergreen State College
Amy Hammons, Everett Community College*

Does taking a college course in high school prepare students for postsecondary studies? How are college credits earned through a concurrent enrollment program recognized by other colleges and universities? Does concurrent enrollment coursework support a student's admissions application? Join this distinguished panel of admissions officers from both public and private institutions from the Puget Sound region as they discuss these and other issues central to the goals of concurrent enrollment.

Panel Discussion: Industry Perspectives on Preparing Students for Success in STEM Careers

South
(3rd floor)

*Moderator: Ed Lazowska, University of Washington
Gail Alverson, Cray Inc.
Samson Blackwell, Providence Health and Services
Michael Greenwood, The Boeing Company
Chris Rivera, Washington Biotechnology & Biomedical Association*

Concurrent enrollment partnerships provide unique opportunities for industry to join the effort to prepare students for success in higher education and 21st century careers during the "launch years." Panelists from a variety of STEM industries will share their views about essential competencies that promote success in STEM career pathways and provide suggestions and examples for working together with industry.

1:00–2:15 PM

Workshop Session 2 (cont.)

Four Year Institution Best Practices and Roundtable Discussion

East

Fabiola Jaurez-Coca, Boise State University

(3rd floor)

This is an opportunity to share best practices, ask questions, offer suggestions, and dialogue with others from Four-Year Institutions, as well as the NACEP Board Four-Year Institutional Representative. Topics may include: NACEP Standards, working with faculty, professional development, program evaluation, maintaining strong school partnerships. Attendees are encouraged to bring questions and best practices to share. Information will also be shared about NACEP Board decisions and future directions.

Panel Discussion: Statewide Collaborative Networks of Concurrent Enrollment Partnerships

Columbia

(4th floor)

Moderator: Gillian Thorne, University of Connecticut

Ted Ungricht, Utah Valley University

Steve Crowther, Salt Lake Community College

Michelle Christopherson, University of Minnesota, Crookston

Karey Kalakian, Minnesota State University - Mankato

Judith Wahrman, University of Findlay

Ed Levinstein, Genesee Community College

Building a favorable environment and lasting support for concurrent enrollment requires continuous education of many stakeholders such as legislators, state agency staff, school superintendents, and peer institutions. Concurrent enrollment providers in Minnesota, New York, Ohio, and Utah will share their history of collaboration and successes in shared professional development, advocacy, and publicity. Find out how to build and sustain a statewide coalition for concurrent enrollment.

Panel Discussion: Exploring Concurrent Enrollment in the Era of Common Core and New High School Accountability Systems

Seneca

(4th floor)

Moderator: Jennifer Brown Lerner, American Youth Policy Forum

Mike Hubert, Washington Office of Superintendent of Public Instruction

Rob Kerr, Illinois Community College Board

Karen Hynick, Minnesota State Colleges and Universities

This session will feature a moderated discussion with state leaders around the new policy environment created by the implementation of the Common Core Standards and Assessments as well as the newly granted ESEA waivers. Building upon the examples within the group, we will explore questions of how concurrent enrollment might change as Common Core Assessments come online; the impact of new accountability systems that incent concurrent enrollment; and what are the future policy challenges that concurrent enrollment might expect.

2:15–2:45 PM

Break

Refreshments on Level B and on floors 3 & 4

A Professional Development Course For New Concurrent Enrollment Instructors

North
(3rd floor)

Ginger Winckler, North Idaho College
Molly Michaud, North Idaho College
Gail Ballard, North Idaho College

North Idaho College has developed a pilot program to onboard high school dual credit instructors using a professional development course designed to connect instructors to the NIC community. The goals include:

1. Establishing lines of communication between faculty facilitators and dual credit instructors
2. Collecting data that improves instruction and fosters accreditation
3. Creating a learning community focused on college instruction, rigor of content, and student-learning
4. Sharing ideas relevant to teaching, advising, and attrition

The presentation will include an overview of the pilot program and a demonstration of the Blackboard course highlighting accreditation, college rigor, and discipline-specific professional development activities.

The Impact of Dual Credit on Key Postsecondary Outcomes in Illinois

West
(3rd floor)

Eric Lichtenberger, Illinois Education Research Council
Bob Blankenberger, University of Illinois - Springfield

Previous dual credit studies provided no strong quantitative evidence that dual credit/enrollment is directly connected to positive student outcomes. In this study, descriptive and predictive statistics were calculated using SPSS. For the predictive analyses, a form of survival analysis (Cox Regression) was used. One finding among others of this study is that dual credit/dual enrollment was significantly related to an accelerated time-to-degree completion, particularly for low-income students.

Permeating the High School-College Partnership at All Levels

South
(3rd floor)

Tim Wilkerson, Community College of Aurora
Janet Brandau, Community College of Aurora
Donald Keeley, Aurora Public Schools

The Community College of Aurora and Aurora Public Schools have been growing their concurrent enrollment program for five years. What started as an initiative from the top has become a partnership that permeates both organizations at all levels. College staff will explain how district central administration, principals, assistant principals, counselors and teachers have been integrated and included in college decision-making. Likewise, district staff will detail how college chairs and faculty have helped to shape secondary pathways in district high schools. We will also discuss how instructional liaisons and shared employees have improved communication between the institutions.

Beyond Articulation: Options for Alignment in Concurrent Enrollment**East***(3rd floor)**Sheena Martin, Front Range Community College**Brandon Protas, Community College of Denver**Marilyn Kenfield, Red Rocks Community College**Tammy Ward, Arapahoe Community College*

This workshop will explore models of concurrent enrollment being implemented in the metro Denver area while spotlighting Career and Technical Education and general Certificate & Degree Pathways. Through articulation agreements and concurrent enrollment, the focus on pairing of options for students is increasing and completion is a reality for students. Overall, concurrent enrollment course decisions are aligned to high school programs as a way of increasing post-secondary enrollment, persistence, and completion while allowing high school students to pursue meaningful steps toward their college careers. We will discuss local initiatives while also sharing practices among attendees for selecting course offerings at high schools and general pathway completion. This session will be helpful for emerging programs that are designing course options that fulfill goals at both the high school and college levels, emphasizing college access particularly for first-generation / underserved students.

Case Study of a Facilitated Online Teaching Model for Dual Credit Courses**Columbia***(4th floor)**Julie Fisher, Central New Mexico Community College*

Making Money Work is an online financial literacy program offered by Central New Mexico Community College for CNM dual credit students using an innovative facilitated model. The program is designed for maximum flexibility, tuition free, with no textbook costs or other fees. The course material is delivered online and can be offered anywhere at any time. Making Money Work is taught by a CNM instructor and the students are guided by a grant-funded high school facilitator, usually a teacher or counselor, who meets with them several times a week at their home high school to ensure student success.

Crafting a Policy and Best Practice Statement on Concurrent Enrollment in the Composition Discipline**Marion***(4th floor)**Christine Farris, Indiana University - Bloomington**Kristine Hansen, Brigham Young University*

The chairs of both the Conference on College Composition and Communication and the Council of Writing Program Administrators Task Forces on Dual Credit/Concurrent Enrollment Composition will (1) report on the development of their professional organizations' Policy and Best Practices Statement on DC/CE Composition; (2) share the documents; and (3) discuss with session attendees how the Policy and Best Practices Statements (plus links to further resources) can meet the needs of those starting up, administering, and teaching dual credit/concurrent enrollment college writing courses.

2:45–3:30 PM Presentation Session 6 (cont.)

NACEP's Got Talent: How You Can Get Involved

James

NACEP President Lynn Burbank, University of Minnesota-Duluth

(4th floor)

NACEP Vice President Sandy Gonzalez, Schenectady County Community College

The best way to fully reap the benefits of NACEP's network of professionals is to get involved in volunteer and leadership capacities. Find out opportunities to volunteer with NACEP to build your professional network to learn best practices, gain new perspectives (and friends), and advance your career. The skills and experience of our members are critical to NACEP's successes and respect as a national organization. Meet with the NACEP leadership to find out how you too can become a national leader in concurrent enrollment!

Developing the Holistic Leader: The Development of a Leadership Philosophy

Spring
(4th floor)

Juston Pate, Maysville Community and Technical College

In today's academic environment it is difficult to find time to focus on our personal growth as leaders. This interactive session provides an opportunity for leaders to learn how to engage in a process of continual leadership development. Individual and group activities will provide a platform for the development of a personal philosophy of leadership. Presentation topics include: (a) an exploration of the principles of leadership, (b) the basic purposes of leadership, (c) learning opportunities found in our everyday lives, and (d) applications to accreditation and academic administration.

Expanding Access through Fun and PROFIT

Seneca

Gayle Rogan, Saint Louis University

(4th floor)

This session will examine a profit-sharing model utilized by a private 4-year university that has allowed one CEP to continue to expand over the past ten years, despite decreasing budgets and rising costs. This session will demonstrate how a profit-sharing model can assist in overcoming the objections, competition, and inertia that can interfere with the growth of a successful CEP. By sharing CEP program profits among participating departments, departmental faculty liaisons, and active partner high schools, the Director of Saint Louis University's 1818 Advanced College Credit Program has successfully expanded the program and university access both within and among partner schools.

3:30–3:45 PM Break

Refreshments on level B

3:45–4:30 PM Closing Session and Conference Wrap-Up

Courtyard Ballroom (Level B)

NACEP 2013 National Conference Preview: Jacksonville, Florida

Robie Cornelious, Duval County Public Schools

Nancy Yurko, Florida State College at Jacksonville

Volunteer Raffle, Door Prizes, and Contest Winners

Lynn Burbank, NACEP Vice President, University of Minnesota-Duluth

Tim Stetter, University of Washington

Closing Comments

Sandy Gonzalez, NACEP Vice President, Schenectady County Community College

Adam Lowe, NACEP Executive Secretary

Note: The Accreditation Institute is an extra-fee option and requires pre-registration.

7:00–7:45 AM Accreditation Institute Breakfast Courtyard Ballroom (Level B)

8:00 AM–Noon Accreditation Institute

Presenters:
Becky Carter, Indiana University - Bloomington
Karl Madeo, Tompkins Cortland Community College
Ginger Ramsden, University of Southern Indiana

Led by experienced professionals from NACEP-accredited programs, this new feature will be an intensive, hands-on workshop for programs embarking on self-studies prior to applying for NACEP accreditation or re-accreditation.

WELCOME TO SEATTLE!

NACEP participants will find that downtown Seattle is easily walkable and is waiting to be explored. A fine international restaurant community, a thriving retail shopping district, world-class cultural institutions, and many visitor attractions are within comfortable walking distance of our meeting venue, the Renaissance Hotel. Seattle is surrounded by pristine waterways, including Lake Washington to the East and Puget Sound to the West. The Olympic Mountains are to the west, the Cascade Mountain range to the east and the majestic Mount Rainier to the south.

ORIENTING YOURSELF IN SEATTLE

Some quick notes to help you navigate your way through downtown Seattle:

The Space Needle is NORTH. The main retail core of Seattle is a few blocks north of the Renaissance.

Downhill from the Renaissance toward the water is WEST. Head west to the waterfront to enjoy fish and chips or an inexpensive ferry ride.

Mount Rainier is SOUTH. Seattleites call it “the mountain” and we sincerely hope you catch a glimpse of our mountain during your visit.

The Interstate 5 freeway is EAST. The Capitol Hill neighborhood is to the East of downtown on the other side of I-5.

SEATTLE HIGHLIGHTS

Pike Place Farmers Market

The bounty of fresh produce and local artisan products at the friendly Pike Place Market has caused countless people to fall head over heels in love with Seattle. It’s located right downtown and is a not to be missed. Pike Place’s nine acres have been a staple in Seattle for more than a century. It’s been called “the soul of Seattle,” and for good reason. Be sure to see the original Starbucks store; the famous fish-throwers at Pike Place Fish Company; the colorful flower, produce and seafood stands on the main level, and the kitschy shops on the lower level

Seattle Waterfront

Take in the views of Elliott Bay and the Olympic Mountains from the Seattle waterfront. Check out the Seattle Aquarium to learn about life in the waters off the Washington coast. Take an inexpensive ferry ride to Bainbridge Island and enjoy the Seattle skyline from out in Puget Sound. The waterfront offers both casual dining where you can grab some fish and chips or fine dining restaurants offering fresh, local seafood.

Seattle Central Library

This is the type of library that almost makes it hard to read — it’s housed in a building that is just that striking. The design was conceived as five stacked boxes, which were staggered to allow maximum light into the building. Take photos inside the triangular Fifth Avenue entrance, which showcases a curtain of windows reflecting diamond-shaped light onto the floor.

[Designed by Rem Koolhaas and Joshua Ramus, Office for Metropolitan Architecture; built in 2004.]

SEATTLE CENTER

The Seattle Center is home to many cultural and sports institutions, hosts annual festivals and features the iconic Space Needle. The grounds here were home to the 1962 World’s Fair. Below are some of the highlights of the Seattle Center.

Seattle Center Monorail

What’s a World’s Fair without a little dash of the future? The monorail saw more than 7.3 million guests ride it during the fair’s six month Seattle run. Now, the one-mile ride that takes two minutes from Westlake Center (at Fifth and Pine streets) to the Seattle Center carries about 2.5 million riders a year. The monorail departs every 10 minutes between 9 AM and 11 PM daily.

Space Needle

The Space Needle is two things: the most distinctive part of the Seattle skyline and the best place to view the city itself. With 360-degree views from the 605-foot-high observation deck, visitors can marvel at amazing views of Seattle and all the surrounding areas including the Puget Sound, the Olympic and Cascade mountains, Mount Rainier and more. There is also a gift shop at the bottom and SkyCity Restaurant right below the deck. Hours: Sunday through Thursday, 9 AM to 11 PM Friday and Saturday, 9 AM to midnight.

Experience Music Project Seattle Center

This museum is dedicated to rock music. So it’s fitting that an early model took shape when Gehry deconstructed several electric guitars and used the pieces as building components. Take photos of the 21,000 metal shingles, each a unique shape, which appear to be different colors depending on how the light hits them. [Designed by Frank Gehry; built in 2000]

Pacific Science Center

With daily planetarium, science and laser shows, and two large IMAX theaters that showcase everything from Hollywood hits to educational features designed for the massive screens, the Pacific Science Center mixes fantastic entertainment with plenty of learning opportunities.

RESTAURANTS

Please check the “Seattle” link on the conference website for nearby restaurant suggestions. The hotel concierge and staff at the Registration Desk are also available with recommendations. www.nacep.org/conference

DOWNTOWN SEATTLE SHOPPING

Seattle boasts a thriving downtown retail core. With more than 1,000 different retailers large and small, downtown is a regional shopping destination providing a blend of top national retailers – including flagship stores for Nordstrom and REI – and independent boutiques not found anywhere else. Multi-level shopping centers include Pacific Place –(upscale shops, restaurants and a multi-screen cinema) and Westlake Mall (shops and a food court). The main retail core boundaries are roughly 2nd–6th Avenues between Stewart and Union streets. Outside of the retail core, visit Uwajimaya with its premiere selection of Asian gifts and groceries. Located in the International District.

GETTING AROUND SEATTLE

King County Metro

Metro buses travel to nearly every corner of Seattle. For bus schedules and regional trip planning, visit metro.kingcounty.gov, or call (206) 553-3000 24 hours a day.

The details of riding the bus:

- Exact fare is required at all times. Off-peak adult fare: \$2.25. Peak hour adult fare within Seattle: \$2.50.
- Board and pay at the front door for every ride.
- Metro has a two-zone fare system. The Seattle city limits are the zone border.
- Generally, peak hours are Monday–Friday, 6–9 AM and 3–6 PM
- Nearly all Metro buses are fully accessible.

AIRPORT TRANSPORTATION

Downtown Airporter

The Downtown Airporter offers convenient service from the Renaissance to SeaTac Airport every 20-30 minutes. Go to: www.downtownairporter.com or call 425-981-7000. to reserve your transportation. Cost is approximately \$19 one way.

Link Light Rail

Public transportation via light rail from downtown Seattle stations to the airport. The nearest station to the Renaissance Hotel is the University Station at 3rd Avenue and Seneca Street. Fares approximately \$2.75 one way. Go to www.soundtransit.org and click on light rail icon and select the central link schedule.

Taxi Service

The estimated charge for taxi service between SeaTac Airport and downtown Seattle is \$40. We suggest that NACEP guests request the assistance of the Renaissance Hotel concierge for securing a taxi.

Suggested Taxi Companies:

STITA Taxi: 206-246-9999 www.stitataxi.com

Yellow Cab: 206-622-6500

Orange Cab: 206-522-8800

SEATTLE ART MUSEUM (SAM)

Current Special Exhibit:

www.seattleartmuseum.org

Elles: Women Artists from the Centre Pompidou, Paris

Tues–Sun: 10 am–5 pm; Thurs & Fri: 10 am–9 pm; Mon- closed. Tel: 206-654-3100

\$17 adult or \$23 including special exhibit.

Located downtown at 1300 First Avenue (1st Ave between Union and University Streets). Your admission includes access to visiting exhibitions as well as access to the SAM permanent collections and installations.

SEATTLE ASIAN ART MUSEUM (SAAM)

Wed–Sun: 10 am–5 pm; Thurs: 10 am–9 pm; Mon & Tues - closed. Tel: 206-654-3100

\$7 adult admission. Located downtown in Volunteer Park, 1400 E. Prospect St.

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The National Alliance of Concurrent Enrollment Partnerships (NACEP) works to ensure that college courses offered in high schools are as rigorous as courses offered on the sponsoring college campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. To advance the field and support our national network of members, we actively share the latest knowledge about best practices, research, and advocacy.

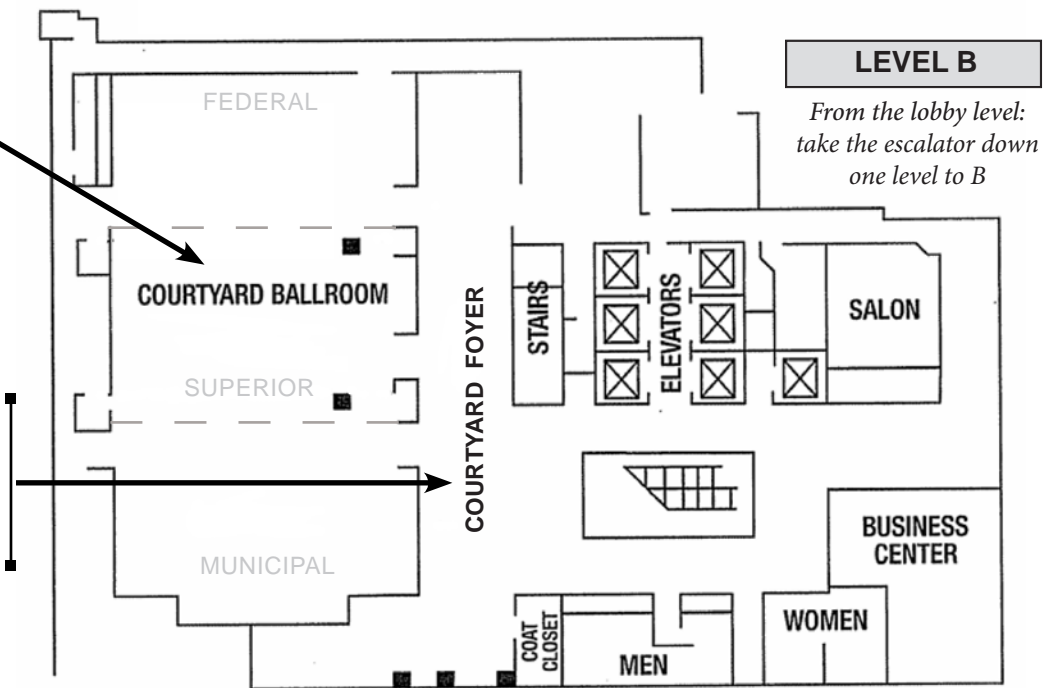
www.nacep.org

Join NACEP today!

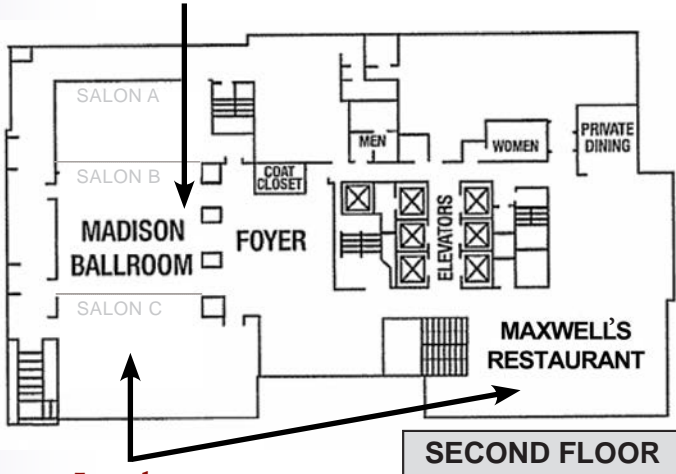
Join the growing alliance of professionals committed to making academically rigorous college classes available to high school students. As a NACEP member you can build relationships with a lively community of colleagues nationwide, sharpen your expertise to improve your program and advance your career, exercise leadership through national leadership opportunities, and showcase your commitment to program quality.

Plenary Sessions

- Conference Registration
- Refreshment Breaks
- UW Bookstore Sales
- Exhibitor Displays

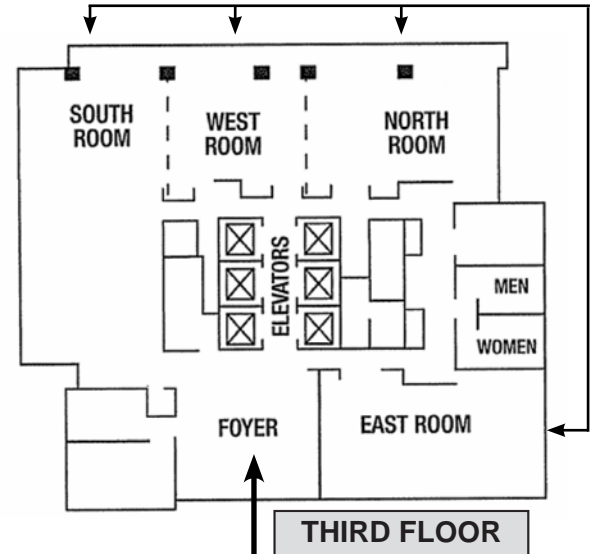


Monday Breakfast

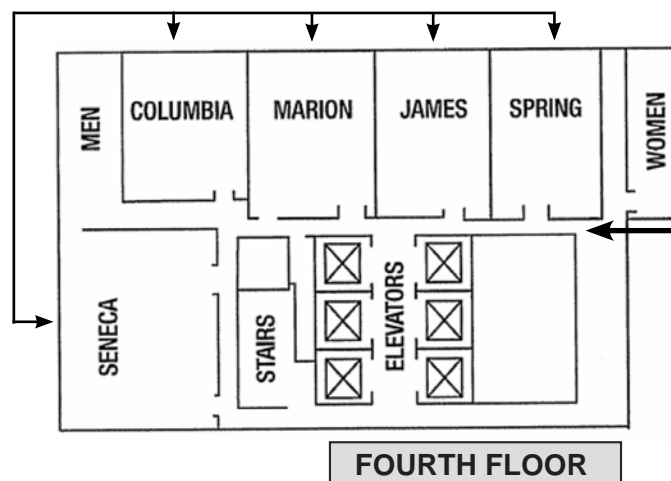


- Lunches
- Sunday Evening Reception

Breakout Sessions



Breakout Sessions



Refreshment Breaks

Join us next year in Florida!

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Navigating Changing Tides in College Readiness

Jacksonville • Ponte Vedra Beach, FL | October 19-21, 2013 | www.nacep.org



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