

Welcome to the National Alliance of Concurrent Enrollment Partnerships Accreditation Institute.

This collection of evidence samples and the materials presented today are provided to demonstrate the range of concurrent enrollment practices. We intend their use will stimulate discussions about their relative sufficiency in meeting specific NACEP standards. Please remember that NACEP applications for accreditation are reviewed holistically and that using any of these examples in a NACEP application, even the exemplars, will not guarantee approval of a NACEP application. They illustrate a range of practices, from unacceptable to acceptable and are presented to guide your thinking about what constitutes quality evidence of implementation.

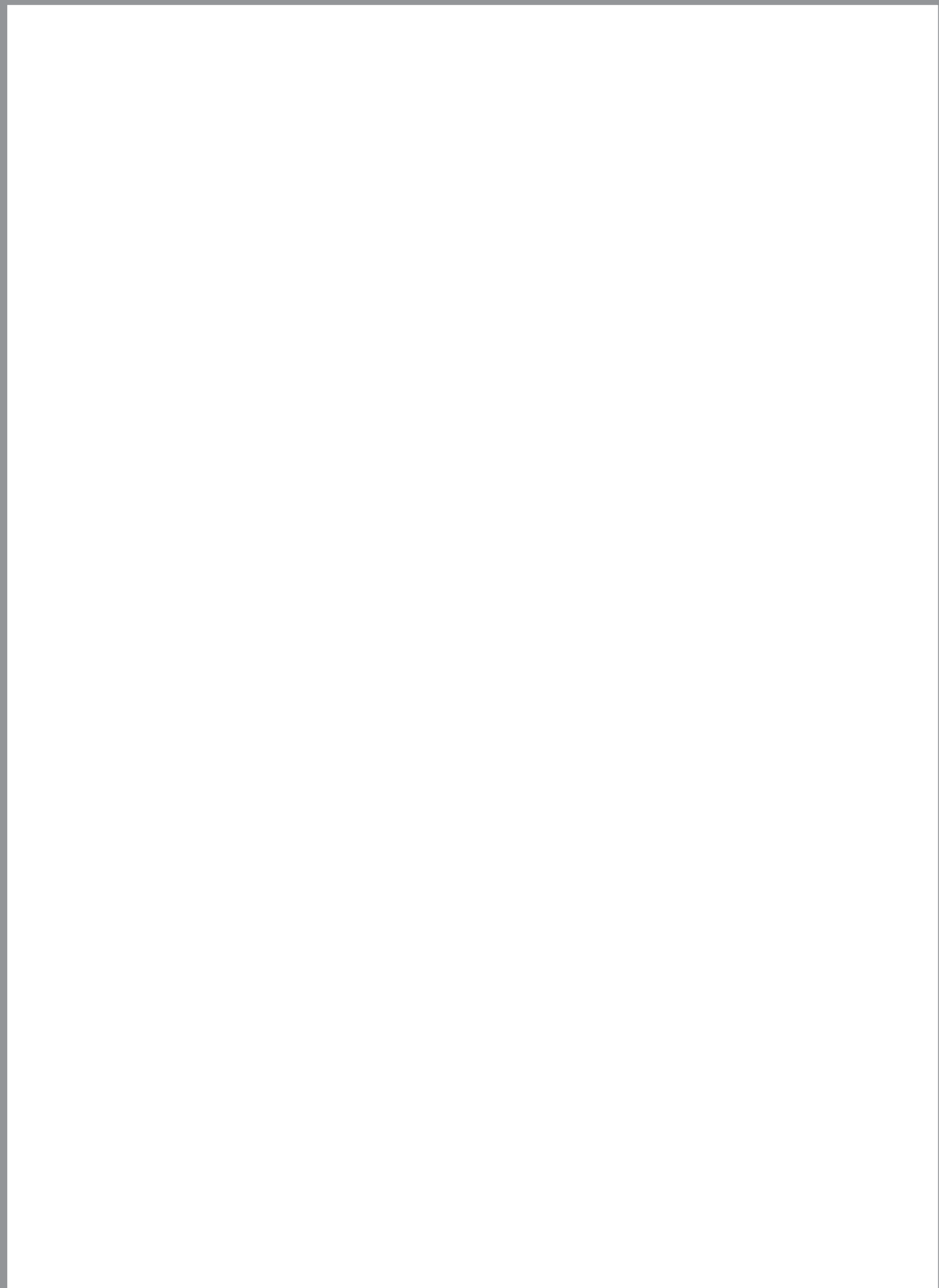
Please note that since the new standards have been passed, the Commission is working continuously working to find samples for the new required evidence. At this time not all sections are complete. Coversheets and the Program Description Form will also eventually be altered some to reflect the 2017 standards.

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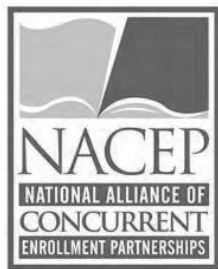
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Program Description



Institution Large State University

Program Name	<u>Concurrent Enrollment Program</u>	Number of Disciplines	<u>15</u>
Number of Unduplicated Students	<u>3,417</u>	Number of Instructors	<u>155</u>
Credit Hours Awarded	<u>15,093</u>	Number of Courses	<u>54</u>
Number of Faculty Liaisons	<u>36</u>	Number of Sections	<u>235</u>
Number of High Schools	<u>42</u>	Average Class Size	<u>28</u>

Data provided above should be for the **prior academic year** only for courses meeting NACEP's definition of **concurrent enrollment**: college credit-bearing courses taught to high school students by college-approved high school teachers. Accreditation applications should **only** include supporting evidence for NACEP-defined concurrent enrollment courses. Evidence of other types of dual enrollment is not to be included in the application.

Describe your program in this cover sheet. Include program history and development, whether mixed classes* are allowed and any restrictions placed on such classes, geographic extent, and who pays for courses (student, school, district, college, and/or state). Describe student admission criteria if program is not open admission. Include as a separate document a list of disciplines and the names of courses you offer within each discipline (a recommended template is available on the NACEP website). You should use the list of disciplines that the Commission approved for your application as the basis for organizing your application - which should consistently provide evidence for each discipline for standards Curriculum 2, Curriculum 3, Faculty 3, and Assessment 1, 2, and 3.

Explain how your program fits into your institution as a whole; provide a framework for understanding the depth and breadth of the program; explain the involvement of faculty liaisons and site visitors. Describe any relevant state policies, regulations, statutes, and laws.

Concurrent enrollment in Our State was established after a state wide legislative mandate in 2001. The program was small for the first five years, but has grown in popularity in the past decade. All public post-secondary institutions are required to offer concurrent enrollment and follow rules enacted by the State Board of Education (included as: **StateBoardRules.pdf**) that mirror NACEP's standards.

The classes offered through concurrent enrollment are part of Large State's general education core and can apply to most degrees a student will pursue upon entering college. High school instructors are approved by academic departments, use university curriculum, texts and grading scales. Concurrent enrollment has experienced continued growth in student enrollments in each of the past 10 years, ranging from 5% to 30%. Staffing has gradually been added to successfully meet the program's growth.

Large State's concurrent enrollment partnership (CEP) is housed in the Division of Extended Studies. CEP's staffing consists of a full time director, three coordinators, one administrative assistant, and two student assistants. CEP has additional support from within Extended Studies with three to five staff members who handle the admission and enrollment processing during peak times of the year. CEP also receives consistent support from all student affairs departments such as the Registrar's Office and Student Finance.

During the 2014-15 school year, Large State offered 54 university classes at 42 partner high schools with 155 high school instructors approved by Large State academic departments. There were 3,417 high school students enrolled in the program as of the 2014-15 school year. The majority of partner high schools are within a 2 hour drive of campus; all but 2 partner high schools are within a four hour drive. The CEP does not work with any out-of-state high schools.

* Mixed classes contain both dual credit students and high school credit-only students

Program Description

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Institution Large State University

Program Name Concurrent Enrollment Program

Courses are offered at \$55 per credit hour paid by the student. Students receive additional benefits in the form of a Large State student ID card, access to the Writing Center, the Library, Math Learning Center, an email account, and free or reduced admission to campus lectures and events. CEP is a self-funded program. The revenue stays with the program and covers the cost of staff, classroom support (textbooks, lab supplies), and teacher training. State funding enables students who qualify for free or reduced price lunch to take courses tuition free.

Eligibility for students is a 3.0 GPA or 2.7 with instructor permission and parent/guardian permission. Students are typically juniors and seniors; however freshman and sophomores may also enroll if they meet the GPA requirement.

Concurrent Enrollment courses may be mixed, with students signed up for university credit, or just for high school credit. Having mixed classes is not an issue because of the strong emphasis on quality through teacher professional development and classroom support. CEP provides textbook and lab support for CEP courses, which also gives an emphasis to the rigor of the class and creates an academic setting for all of the students.

Academic departments designate faculty liaisons for CEP. The faculty liaison sets teacher qualifications, provides course syllabi and sample exams, evaluates lab equipment, and approves textbooks used for the course. The faculty liaison is paid \$500 for time spent reviewing instructor applications for new articulation partnerships and an additional \$500 for oversight during the school year, which includes classroom visits. The faculty liaison provides strong academic collaboration to the high school instructors.

Students enrolled in the course are able to submit course evaluations online, which are then reviewed by CEP staff and the faculty liaison, providing an opportunity to improve the course as needed.



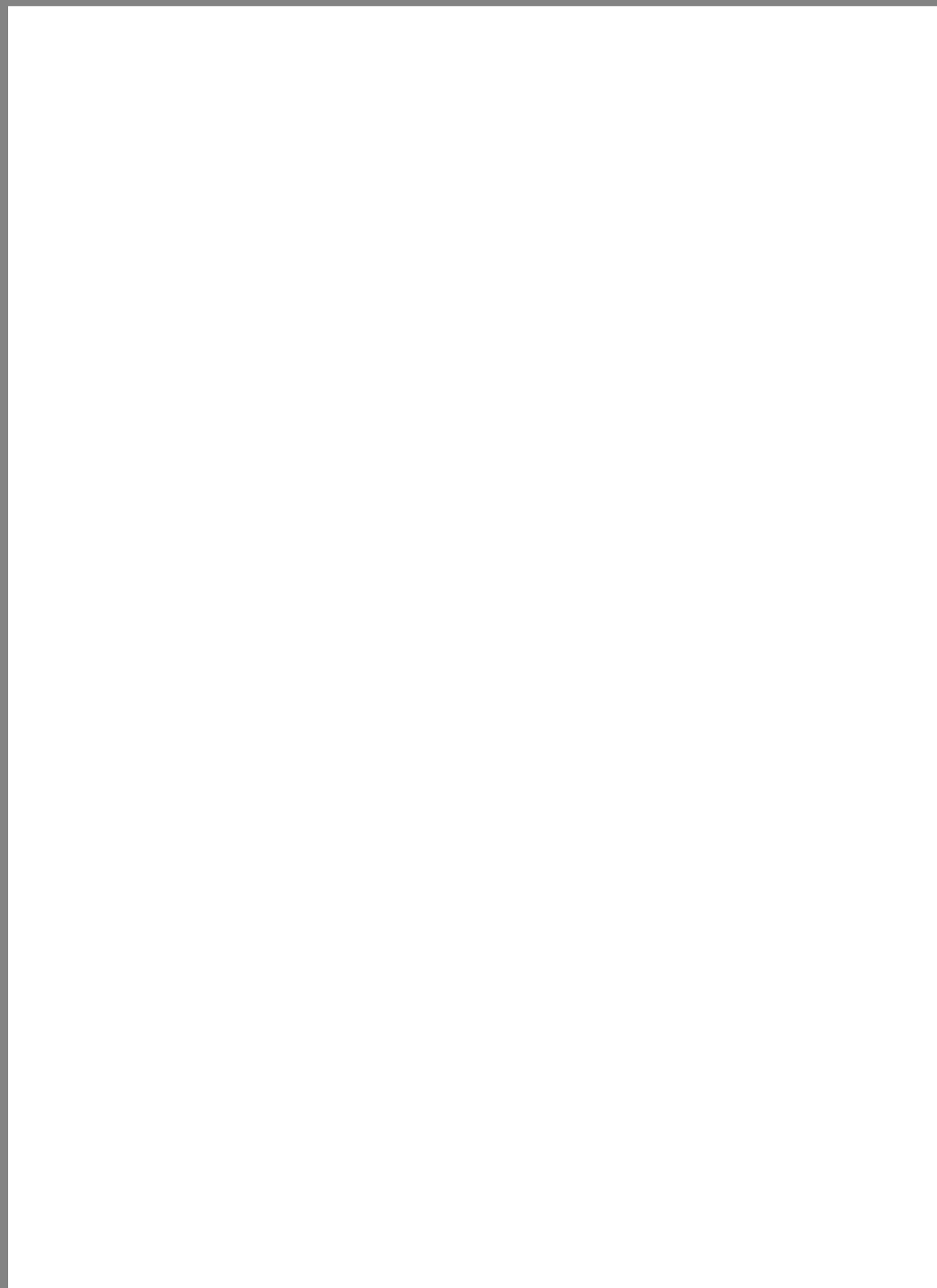
College/University Name
Concurrent Enrollment Courses Offered by Discipline
 School Year 2014-15
 18 courses spanning 6 disciplines

College or Division	Department (if applicable)	Discipline #	Discipline	Course #	Course Title	Faculty Liaison	# of CE Teachers
Liberal Arts	English	1	English	ENG 101	Rhetoric and Composition I	D. Stilwell	15
Liberal Arts	English	1	English	ENG 103	Fundamentals of Creative Writing	M. Graham	1
Liberal Arts	English	1	English	ENG 105	Introduction to Literature	J. Galbus	4
Liberal Arts	French	2	World Languages	FREN 203	Intermediate French I	J. Jensen	4
Liberal Arts	French	2	World Languages	FREN 204	Intermediate French II	J. Jensen	3
Liberal Arts	Spanish	2	World Languages	SPAN 203	Intermediate Spanish I	D. Hitchcock	7
Liberal Arts	Spanish	2	World Languages	SPAN 204	Intermediate Spanish II	D. Hitchcock	4
Nursing & Health Professions	Health Professions	3	Health Professions	HP 115	Medical Terminology for Health Professions	E. Elkins	12
Nursing & Health Professions	Health Professions	3	Health Professions	HP 211	The Healthcare Delivery System	E. Elkins	2
Science, Engineering & Education	Biology	4	Biology	BIOL 105	Biology of Human Concern	B. Kalvelage	9
Science, Engineering & Education	Biology	4	Biology	BIOL 133	Biological Concepts	H. Maurice	1
Science, Engineering & Education	Biology	4	Biology	BIOL 210	Environmental Conservation	B. Summers	2
Science, Engineering & Education	Chemistry	5	Chemistry	CHEM 107	Elements in Everyday Chemistry	J. Baylor	10
Science, Engineering & Education	Chemistry	5	Chemistry	CHEM 141	Principles of Chemistry	J. Baylor	8
Science, Engineering & Education	Chemistry	5	Chemistry	CHEM 261	General Chemistry I	J. Baylor	1
Science, Engineering & Education	Physics & Earth Sciences	6	Physics & Earth Sciences	GEOL 112	Earth System Science	J. Durbin	1
Science, Engineering & Education	Physics & Earth Sciences	6	Physics & Earth Sciences	GEOL 161	Physical Geology	J. Durbin	3
Science, Engineering & Education	Physics & Earth Sciences	6	Physics & Earth Sciences	PHYS 101	Introduction to the Physical Sciences	K. Purcell & K. Scheller	11

Notes (tailor these for your specific program)

- * French and Spanish are different departments, but can be combined as a discipline since the college has policies that establish consistency in world languages across departments. When multiple departments or course prefixes are collapsed into a single discipline due to the similarity of subjects and/or low numbers of teachers, applicants should spread the evidence across the subject areas (e.g. site visit from French, professional development example from Spanish, etc.).
- * Some departments have a single faculty liaison for all courses in the discipline (e.g. Health Professions), others utilize different faculty for individual courses (e.g. Biology).
- * Every college has a unique academic structure. This Department of Physics & Earth Sciences offers courses with two prefixes (Geology & Physics), others may have these as two separate departments and disciplines. A discipline is a branch of instruction, knowledge or learning; and should generally reflect the administrative structures on campus with a shared responsibility for curriculum and faculty (see definitions in the accreditation guide). In some institutions the terms discipline and department are interchangeable, others not.

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Concurrent Enrollment Course Offerings

NOTE: CE CLASSES ARE NOT OFFERED AT ALL HIGH SCHOOLS AND/OR AS A CE COURSE

Table Guide

The table below can be filtered in three ways: 1) You can type in any word using the "Quick Find" field to search the entire table. 2) You can filter by subject or gen ed designation using the drop down menu at the top of those columns. 3) You can type in a specific title or description key word in the search field at the top of the Title or Description column. To reset the filters click on the "Clear Filters" button.

Quick Find:

[Clear Filters](#)

Courses Missing? Click "CLEAR FILTERS" to see all courses

Subject Use the dropdown below to filter the table by school	Course	Title Use the search field below to search course titles	Description Use the search field below to search course descriptions	Pre-Requisites Use the dropdown below to filter the table by pre-requisites	Credits	Gen Ed Use the dropdown below to filter the table by gen ed designation	Notes
<div> <div>Selec ▼</div> </div>		<input type="text"/>	<input type="text"/>	<div> <div>Select... ▼</div> </div>		<div> <div>Select. ▼</div> </div>	
ACCT	1110	Financial Accounting I	An introduction to the concepts and methods underlying the preparation of financial statements using generally accepted accounting principles. Topics covered include the accounting cycle, cash and inventories.		3.0		
ACCT	1120	Financial Accounting II	Continuation of concepts and methods used in preparation of financial statements using generally accepted accounting principles. Includes long-term assets, liabilities, business entities, statement of cash flow and financial statement analysis.	ACCT 1110	3.0		
AR	1100	Automotive Refinishing	A course in the preparation and application of base and top coats on damaged vehicles for finish coating.	Concurrent with AR 1111	5.0		By special permission only. Approved for Tech Center
AR	1111	Refinishing Skill Development	Skill development of surface prep and painting competencies. Lab class covers ASE task requirements.	Concurrent with AR 1100	7.0		By special permission only. Approved for Tech Center
ARCH	1100	Intro. to Arch. Drawing	Students will learn about architectural drawings used in residential and commercial projects. Practical skills for reading of floor plans, sections, details, elevations and schedules.		3.0		
ARCH	1130	Basic Drawing	Practical skills in the fundamentals of drawing and freehand sketching. Graphic media such as pencil, pen, charcoal and ink will be explored. Instruction will focus on the use of light, shadow, texture, contour and form.		3.0		
ARCH	1310	Intro. to AutoCAD	Prerequisite: Computer literacy or instructor's approval. Students gain the practical knowledge in the use		3.0		

			the practical knowledge in the use of AutoCAD that is essential in producing architectural drawings. This course includes hands-on applications. Simple drawings will be produced.				
ART	1010	Exploring Art	Introduces visual art to the non-major. Provides historical perspective of visual art development. Study of major principles, elements, medias, and techniques. Non-judgmental art project, reading, writing, required.		3.0	FA	
ART	1020	Intro to Drawing	An introductory drawing course for non-majors. Line, shape, perspective and light logic will be discussed. Using these techniques, students will develop their drawing skills. Some reading and writing will be required.		3.0	FA	
ART	1050	Intro to Photography	Examines the important contributions of photography and photographers in the field of art. Students will learn basic operations of a digital or film SLR camera (which is required for course), perform shooting assignments, learn visual rules of composition, and conduct research. For non-art/photography majors.		3.0	FA	
ART	1060	Hist/Art Lettering/Calig.	A study of the development of lettering throughout history. Several historic alphabets are studied & written. Various writing fluids & papers are explored. An introduction to bookmaking is part of this course. (Extra cost for supplies.)		3.0	FA	
ART	1120	Design	Students will be introduced to the basic principles (balance, rhythm, emphasis, unity) and elements (line, shape, texture, space, size, value, color) of design. All VAD majors are required to take this class.		3.0		
ART	1135	Printing Fundamentals	This is a hands-on class in which students will produce actual printed items. Printing history, printing processes, terminology, art preparation, photo reproduction, prepress, bindery, paper, inks and related items will be covered.		3.0		
ART	1200	InDesign Software	Required for Graphic Design and Electronic Publishing majors. Students learn the skills, tools and procedures needed to create electronic page layout files for output using leading industry software.		3.0		
ART	1240	Screen Printing	Students will create designs that they will prepare and print using a direct emulsion stencil. They will learn screen preparation and stencil application. Most projects will be printed on paper.		3.0		
ART	1530	Beginning Painting-Watercolor	This course will focus on the introduction and exploration of watercolor techniques. Composition and design will be discussed. The subject matter will include still life and occasional outdoor studies.		3.0		
ART	1540	Beginning Painting-Oil	This course will focus on the introduction and exploration of oil painting techniques. Composition and design will be discussed. The subject matter will include still life and occasional outdoor studies.		3.0		
ART	1800	Digital Media Essentials	Introduction to software & hardware used to create multimedia productions. Hands-on experience using hardware, software to create 2D/3D graphics, sound, animation, & video. Discussion of the multimedia market. copyright. &		4.0		

			ethics in mass media.				
AUTO	1010	Maint & Lt Repair Fundamentals	An introductory course providing fundamentals of operation and maintenance procedures including: researching service information, shop safety, tool, and equipment use, maintenance and light repair service procedures. Prerequisite to additional AUTO courses. Completers may test to become Honda PACT students.		6.0		
AUTO	1100	Auto Electrical & Electronics	Diagnostic and repair procedures involved in electrical and electronic systems with practical application of Ohm's law. Hands-on diagnosis and repair of charging, starting, lighting, electronic accessory, and supplemental restraint systems.	AUTO 1010	6.0		
BIOL	1010	Intro to Biology	For non-science majors. The study of living organisms from bacteria to plants and animals. Introduces cell structure and physiology, inheritance, evolution, and classification. Three hours of lecture per week with additional lab component (BIOL 1015) required.	ACT Reading 16 OR Accuplacer Reading 58 OR SAT Reading 420, concurrent w/BIOL 1015	4.0	BS	
BIOL	1015	Intro to Biology Lab	Important aspects of biology are illustrated. Laboratory study, experimentation, and analysis illustrating important biological principles. One laboratory session per week.	Concurrent with BIOL 1010. Required as lab portion of BIOL 1010	0	BS	
BIOL	1090	Human Biology	Focuses on humans as biological entities. Introduces the scientific process, chemical and cellular bases of life, role of DNA in the continuity of life, evolution, and inter-relationships among humans and other living organisms. Three hours of lecture per week.	ACT Reading 16 OR Accuplacer Reading 58 OR SAT Reading 420	3.0	BS	
BIOL	1610	College Biology I	Content: biological chemistry, cell structure, metabolism, genetics, evolution, and diversity. Three hours of lecture per week with additional lab component (BIOL 1615) required.	ACT Reading 16 & Math 18, OR Accuplacer Alg 54 & Reading 58, OR SAT Math 430 & Reading 420, concurrent w/BIOL 1615	4.0	BS	Taught on campus ONLY through special partnership agreement
BIOL	1615	College Biology I Lab	Required lab component of BIOL 1610 College Biology I.	Concurrent with BIOL 1610. Required as lab portion of BIOL 1610	0.0	BS	Taught on campus ONLY through special partnership agreement
BIOL	2320	Human Anatomy	Intro to the structure of the human body using a systemic approach. Structural relationships are evaluated by macro and microanalysis. Three hours of lecture per week and additional lab component (BIOL 2325) required.	Prereq: BIOL 1610 w/C grade or better. Coreq: BIOL 2325.	4.0		Taught on campus ONLY through special partnership agreement
BIOL	2325	Human Anatomy Lab	Hands-on evaluation of anatomical structures using microscopes and dissection. Human cadavers, histology slides and human/animal body parts are used as study materials. One laboratory session per week.	Concurrent with BIOL 2320. Required lab component of BIOL 2320.	0.0		Taught on campus ONLY through special partnership agreement
BMAN	1110	Introduction to Biomanufacturing	Provides an introduction to biotechnology product manufacturing. Focuses on history of the industry, the required multidisciplinary approach, the details of the manufacturing process, as well as related legal, social, & ethical issues.		3.0	ID	
BMAN	1120	Basic Biomanufacturing Skills	Provides a basic understanding of the core skills required for working in a manufacturing environment typical of biotechnology companies	Prereq: BMAN 1110 (can be taken concurrently) or instructor permission.	1.0		

Bookmarks

- Communication and Rhetorical Studies Courses
- Communication Sciences & Disorders Courses
- English Courses
 - ENGL 1101 English Composition
 - ENGL 1102 Critical Reading and Writing
 - ENGL 1110 Introduction to Literature
 - ENGL 1115 Major Themes in Literature
 - French Courses
 - German Courses
 - Health Care Administration Courses
 - Health Education Courses
 - History Courses

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ENGL 4406 Advanced Creative Writing Workshop 3 cr
ENGL 4494 Senior Seminar in Creative Writing 3 cr

Choose one:

ENGL 2257 Survey of World Literature I 3 cr
ENGL 2267 Survey of British Literature I 3 cr
ENGL 2277 Survey of American Literature I 3 cr
ENGL 2288 Survey of World Literature II 3 cr
ENGL 2289 Survey of British Literature II 3 cr
ENGL 2278 Survey of American Lit II 3 cr
Upper-division elective 3 cr

English Education Program

For the requirements of the Secondary Teaching Major in English, the Single Subject Teaching Major in English, and the Teaching Minor in English, see the descriptions in the Teacher Education Program.

Placement in English Composition Courses

Regulations and procedures governing student placement in the composition course sequence are summarized under General Education Requirements, Goal 1. Students should consult with the Director of Composition concerning applicability toward Goal 1 requirements of writing courses taken at other institutions.

English Courses

Prerequisites and Standards

Students must complete Goal 1 or its equivalent before enrolling in 2000-level ENGL courses.

At least one semester of lower-division literature is prerequisite for 3000-level literature courses.

To enroll in a 4000-level course, students must both complete all 2000-level English requirements (ENGL 2211, 2280/2081, and two literature survey courses) and must have junior or senior standing.

To graduate as an English major or with an English minor, a student must maintain at least a 2.5 grade point average in courses within the English curriculum.

Some courses may have additional prerequisites.

ENGL 0090 Basic Writing 0 credits (3 credit equivalent). For students not meeting ENGL 1101 placement requirements. Prerequisite: freshman

31 sentence paragraph and essay levels, with emphasis on student's own writing. Graded S/U; F, S, Su.

ENGL 1100 Introduction to Academic Writing and Speaking for Non-Native Speakers of English 3 credits. Explore culture-based academic expectations and conventions in communication. Graded S/U. PREREQ: ISU Admission, 100-100EL or permission. F, S.

ENGL 1101 English Composition 3 credits. Course in which students read, analyze and write expository essays for a variety of purposes consistent with expectations for college-level writing in standard edited English. F, S, Su.

ENGL 1102 Critical Reading and Writing 3 credits. Writing essays based on readings. Focus on critical reading, research methods, gathering, evaluating, analyzing, and synthesizing ideas and evidence; documentation. Satisfies Goal 1 of the General Education Requirements when paired with at least a C- grade PREREQ: ENGL 1101 or equivalent. F, S, Su.

ENGL 1107 Nature of Language 3 credits. General survey of structure and use of language. Topics include language origins, descriptive and historical linguistics, language and culture, and history of the English language. Equivalent to ANTH 1107 and LANG 1107. S.

ENGL 1110 Introduction to Literatures 3 credits. Introduction to the critical reading of various literary genres, with attention to the interpretation and evaluation of representative texts. Satisfies Goal 7 of the General Education Requirements. F, S, Su.

ENGL 1115 Major Themes in Literatures 3 credits. Introduction to literature through the study of one or more major themes that cross historical and cultural boundaries. May be repeated for up to 6 credits with different content. Satisfies Goal 7 of the General Education Requirements. F, S.

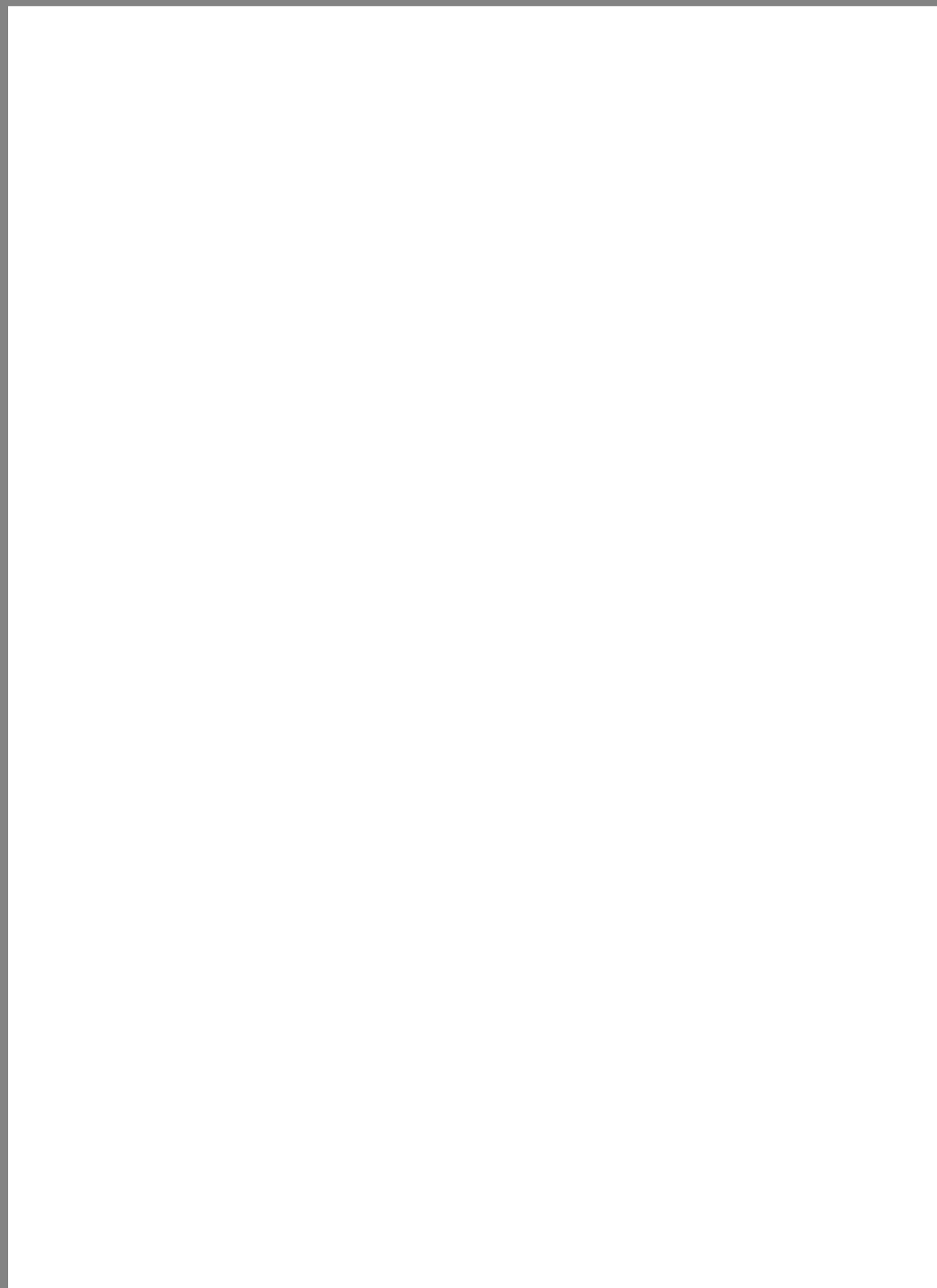
ENGL 1126 Art of Film 1.3 credits. Course examines the creative process, aesthetic principles and historical background of cinematic art. Screening of representative films and examination of critical works and themes are included. Satisfies Goal 6 of the General Education Requirement. S.

ENGL 2266 Creative Writing Workshop 3 credits. Introduction to one or more forms of creative writing. RI.

ENGL 2211 Introduction to Literary Analysis 3 credits. Writing-intensive course. Teachers analyze how to perform close readings of poetry and prose. Introduce major theoretical approaches to literature. Includes orientation to finding and evaluating secondary sources. PREREQ: English 1101 or equivalent. F, S.

ENGL 2212 Introduction to Folklore/Oral Tradition 3 credits. Folklore genres and folk groups, including introductory experience in folklore fieldwork focused on study of a genre or group of genres within verbal, customary, or material culture. Equivalent to ANTH 2212. RI.

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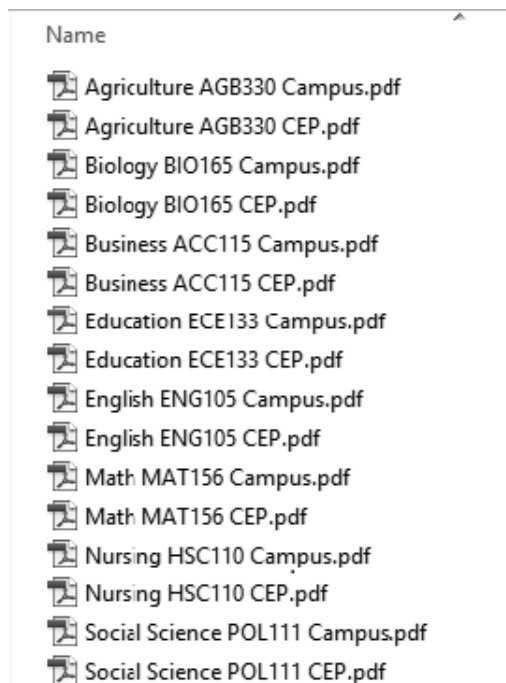


Standard C2- Evidence & Organization

Well Organized Example. These screen shots show the contents of the Paired Syllabi folder:

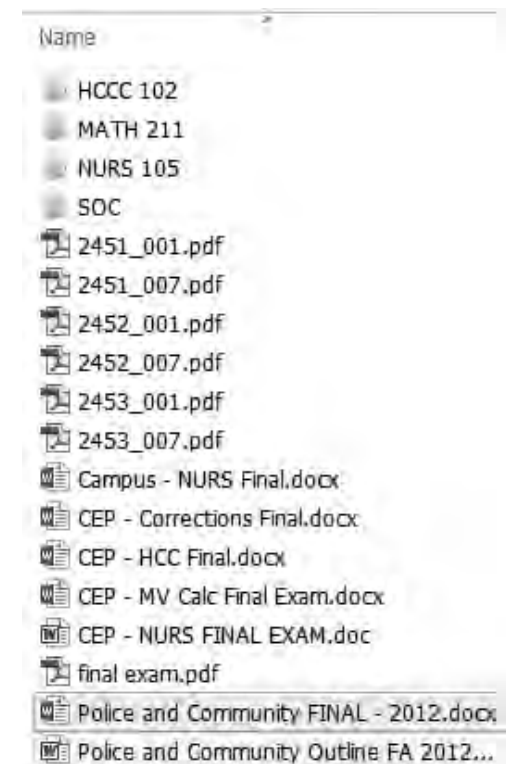
Note that the C2 folder has only one file – the required coversheet. The Statements of Equivalency will be housed in their own parent folder.

The Syllabi folder includes one example from each of the 8 disciplines this college offers concurrent enrollment courses in. File names are consistently labelled for ease of comparison. Disciplines are consistent with the list provided in the Program Description (see example on next page) and used elsewhere in the application. Within each syllabus, the standards of achievement (known variably as learning outcomes or objectives, course goals) are highlighted.



Poorly Organized Example

Note the excessive subfolders in the syllabi folder. Also, note the exams (should be in the Paired Assessment folder), inconsistent course/discipline names with unintelligible abbreviations, and PDFs with numbers for their titles. This applicant offers courses in 5 disciplines, which are not consistently represented here.



ENGLISH: 105--COMPOSITION I

2010 Spring Semester (T-TH 8:30-9:55; 2:00-3:25)

Text—*You’ve Gotta Have Heart in Your Writing*—Fourth Edition, by [REDACTED]

Instructor—Jim [REDACTED] Office—230; Ext. 285; Home Phone—588-[REDACTED] e-mail—[REDACTED]

“The pen is mightier than the sword.” – Bulwer Lytton

COURSE DESCRIPTION

English 105 Composition I prepares students for types of communication and thought essential to academic and working-world success. The course focuses on writing as a process intended to help students identify and refine their own personal writing process. The course requires each student to compose a minimum of 32 pages of edited work (final products, not drafts).

TO STUDENTS:

Hopefully this course will offer you the opportunity to improve your writing by developing a process approach to composition. Be ready to write (a lot), revise, and rewrite. Author Sinclair Lewis says, “Writing is just work – there is no secret. If you dictate or use a pen or type or write with your toes – it is still just work.” So be prepared to **work** at developing your writing style.

“I have never started a piece whose end I knew. Writing is discovery,” states poet Robert Frost. Hopefully you’ll discover something about yourself and your writing, and you’ll find creating something from nothing to be a soul-searching, rewarding, and even surprising endeavor.

[REDACTED] Community College is committed to the equal provision of education for all students. Any student who needs accommodation because of a physical or learning disability is encouraged to contact Connie [REDACTED] coordinator of Developmental Education, at [REDACTED] or [REDACTED], Ext. 280, for assistance.

This course outline serves as a tentative guide. Dates may need adjustment as the course progresses.

COURSE OUTCOMES:

UPON COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO:

1. Write as a means of discovering and clarifying ideas.
2. Compose essays implementing a process approach of pre-writing, writing, revising, and editing.
3. Implement appropriate writing strategies for varying purposes and audiences.
4. Develop an authentic, personal writing voice and tone appropriate for varying purposes and audiences.
5. Organize essays which present logical progression and support through introduction, body, and conclusion.
6. Polish individual writing style through precise syntax, phrasing, and diction.
7. Use conventions of standard written English with skill and accuracy.
8. Analyze one’s own writings and others’ writings while participating in writing response groups.
9. Present oneself as a learner, thinker, and writer by developing a portfolio displaying the writer’s ability to analyze, synthesize, and evaluate one’s own writing.

**“Writing is easy. Just stare at the computer until beads of blood form
on your forehead.” – Gene Fowler**

GRADES:	POINTS
2 of 4 Projects (1 st submission)	200
Portfolio	300
Quizzes	100
Participation (60 peer response)	200
Mid-Assessment	100
Final-Assessment	100

GRADING SCALE:	
930–1000 = A	780-809 = C
910-929 = A-	760-779 = C-
890-909 = B+	730-759 = D+
860-889 = B	700-729 = D
830-859 = B-	680-699 = D-
810-829 = C+	

- **Grades:** A “Grade Calculation Grid” can be found on page 4 of this syllabus. Thus, knowledge of your standing in this class is your responsibility.
- **Class Participation:** Students will be awarded points per class they are prepared for by bringing necessary, completed assignments and supplies including the textbook and by actively participating in class sessions. Before each class, please turn off all electronic devices (e.g., cell phones and pagers, ipods, laptops, etc.), which could interrupt class participation.
 - Students are responsible for any information and assignments missed because of absence. Missed quizzes will not be made up.

WRITING DIRECTIVES:

Writing Topics:

A. Diagnostic Essay—five paragraphs, double-spaced, word- processed. Develop a **title** for the essay.

Greatest Accomplishment (Project 1.2, p. 15). In order for the instructor to get to know you and to diagnose your writing, explain your greatest accomplishment in your life to date, and explain why you consider this your greatest accomplishment. Don’t be shy. If you need to boast, please do so. Remember: “if it’s the truth, it ain’t braggin’.” This piece will be graded but not recorded. Do your best so the strengths and weaknesses of your writing can be assessed. Do not use the [redacted] Writing Center for this essay. (Due **Jan. 14**)

B. Four Major Projects - minimum length: four pages (****one project=5 pages, student’s choice**), double-spaced, word processed. Develop a **title** for each essay.

	Peer Response Date	Submission Date
Project 2-1 – Your Significant Place (p. 24)	Jan. 26 (28)	Jan. 28 (Feb.2)
Project 3-1 – Your Significant Event (p. 50)	Feb. 9	Portfolio
Feb. 11 – Optional Early Bird Submission – Counts toward Portfolio Grade.		
Project 4-1 – You’re the Expert (p. 78)	Mar. 23	Mar. 25
Project 5-1 –Convince Your Reader (p. 98)	Apr. 8	Portfolio
Apr. 13 – Optional Early Bird Submission – Counts toward Portfolio Grade.		

- **Students must submit each essay to turnitin.com before instructor grading.**

Turnitin.com **ID Number** _____ **Password** _____

Essay Format

First Name Last name

Instructor [redacted] [redacted]

ENG: 105 Composition I

Day Month 2010

Title

This first sentence of your essay is indented five spaces. Press the Tab key in WORD, and indenting occurs automatically. Also, note that everything from your first name through the last sentence of the essay is double-spaced. No extra spacing occurs anywhere. Page 34 of the text

reminds you to avoid underlining, italicizing, using quotation marks, or capitalizing all letters in titles. Finally, remember to print your copy in 12-point, Times New Roman font.

- **Major Projects:** All major projects (essays) must receive two peer responses. If you have prepared your essay and participate in scheduled peer response groups, the instructor will respond to two of your four major project essays, and you will revise two for evaluation in your portfolio. If you are not prepared or do not participate in scheduled peer response sessions, you must secure two peer responders **from this class**. These responses must include written responses and editing marks on the text, plus a minimum one-page reaction letter to your essay. After these two peer responses, you must revise your essay and include the entire process along with response letters in your portfolio for instructor evaluation.

To become acquainted with services available through the [redacted] Writing Center, each student must receive documented response for Project 2.1. Note: You may use the [redacted] Writing Center or the on-line SMARTHINKING services for response to any and all essays, other than your Greatest Accomplishment. Major Projects 3.1, 4.1, and 5.1 will receive 5 bonus points for a Writing Center or SMARTHINKING visit and documentation.

- **Track Changes:** Each essay must show revisions via the Track Changes tool on your computer. WORD 97-03

Go to Tools bar—scroll to Track Changes; then begin revising, and the system will automatically keep track of your revising and editing. When finished, SAVE and then print this copy on a color printer. Then choose the Accept All Changes button, SAVE and print a black and white final copy.

Some students find this annoying while revising, so they prefer the Compare and Merge option. To do so, save the final copy you plan to submit to the instructor separately from its previous draft. For example, I might title and save the copy for the instructor “Significant Place.” The previous I might title “Significant Place Revised” and then save it. Then do the following:

- (1) Open the copy given to the instructor (Significant Place)
- (2) Go to Tools, scroll to Compare and Merge Document
- (3) Open revised copy (Significant Place Revised), and the system will automatically display all your revising and editing.

Print this copy of Track Changes or Compare and Merge using a color printer, and your changes will be nicely displayed for your instructor to admire. Submit a black & white FINAL copy for the instructor’s grading along with the colored Track Changes under the final copy. Track Changes must also be included with each portfolio entry.

WORD 07

Click the REVIEW tab. Click Track Changes. WORD 07 will underline additions and put a line through deletions. When finished, print this copy on a color printer for your instructor to admire. Then, click on FINAL and Track Changes will accept all changes made. SAVE this final and print a black and white copy.

TENTATIVE SCHEDULE

Jan. 12 – Course outline. Process writing. HW: Read Ch. 1. Process “Greatest Accomplishment” (1.2).

Jan. 14 – **“Greatest Accomplishment” due (full process).** “Significant Place” w/ sample. Style-Verb Strength. HW: Submit “Greatest Accomplishment” to Turnitin.com. Read Ch. 2, pp. 25-32. Process “Significant Place.”

Jan. 19 – Style—Verb Strength. HW: Read Ch. 2, pp. 23-30. Process “Significant Place.”

Jan. 21 – HW: Read Ch. 2, pp. 23-30. Process “Significant Place.”

Jan. 26 – **“Significant Place” due (3 copies – peer response 1 & 2).** HW: Revise “Significant Place.”
Submit 2.1 to Turnitin.com.

Jan. 28 – “Significant Place” due (full process) for PR 1 & 2. Peer response 3. Using dialogue. HW: Read Ch. 3, pp. 49-57. Process “Significant Event.”

Feb. 2 – “Significant Place” due (full process) for PR 3. HW: Read Ch. 3, pp.49-57. Process “Significant Event.”

Feb. 4 – HW: Read Ch. 3, pp.49-57. Process “Significant Event.”

Feb. 9 -- “Significant Event” due (3 copies – peer response). HW: Revise “Significant Event.” Submit 3.1 to Turnitin.com.

Feb. 11 -- Option--Early Bird “Significant Event” full process due (Portfolio Points). HW: Read Ch. 4, pp. 77-81. Process “You’re the Expert.”

Feb. 16 -- Portfolio Entry Slip Quiz due. HW: Read Ch. 4, pp.77-81. Process “You’re the Expert.”

Feb. 18 -- Read Ch. 4, pp.77-81. Process “You’re the Expert.”

Feb. 23 -- HW: Process Mid-Assessment Essay. Read Ch. 4, pp.77-81. Process “You’re the Expert.”

Feb. 25 -- HW: Process Mid-Assessment Essay. Read Ch. 4, pp.77-81. Process “You’re the Expert.” **Submit Mid-Assessment Essay to Trunitin.com.**

Mar. 2 -- Mid-Assessment Essay due. HW: Prepare for Mid-Assessment. Read Ch. 4, pp. 77-81. Process “You’re the Expert.”

Mar. 4 – Mid-Assessment. HW: Process “You’re the Expert.”

Mar. 16 -- HW: Process “You’re the Expert.”

Mar. 18 -- HW: Process “You’re the Expert.”

Mar. 23 – “You’re the Expert” due (3 copies – peer response). HW: Revise “Expert” essay. Submit 4.1 to Turnitin.com.

Mar. 25 -- “Expert” Essay due (full process). HW: Read Ch. 5, pp. 97-105. Process “Convince Your Readers.”

Mar. 30-- HW: Read Ch. 5, pp. 97-105. Process “Convince Your Readers.”

Apr. 6 -- HW: Process “Convince Your Readers.”

Apr. 8 – “Convince Your Readers” due (3 copies – peer response). HW: Revise “Expert” and “Convince.” Submit 5.1 to Turnitin.com.

Apr. 13 -- Option--Early Bird “Convince Your Readers” full process due (Portfolio Points). HW: Prepare Portfolio.

Apr. 15 -- HW: Prepare Portfolio.

Apr. 20 -- Portfolio Work Day. HW: Prepare Portfolio.

Apr. 22 -- Portfolio due. HW: Prepare Portfolio. Prepare for Final Assessment.

Apr. 27 -- Portfolio due. HW: Prepare Portfolio. Prepare for Final Assessment.

Apr. 29 – Portfolio due. HW: Prepare Portfolio. Prepare for Final Assessment.

May 4 – Portfolio due. HW: Prepare Portfolio. Prepare for Final Assessment. Process Final Essay. **Submit Final Assessment Essay to Turnitin.com.**

May 6 – Final Essay due (50 pts). Review for Final Assessment. HW: Prepare for Final Assessment.

May 11 – Final Assessment.

**“Writing well may not guarantee advancement, but writing poorly jeopardizes success.”
–Erika Lindemann**

Grade Calculation Grid

				<u>Points Earned</u>
•	Major Projects	200 points		
	Proj 2-1 ____ + Proj 4-1 ____	==		
•	Mid-Assessment	100 points	==	
•	Portfolio	300 points	==	
•	Quizzes	100 points		
	8 quizzes of varying points = 100.			
	1 ____	2 ____	3 ____	
	4 ____	5 ____	6 ____	
	7 ____	8 ____	==	
•	Participation	200 points	==	
•	Final Assessment	100 points	==	
		Total Points Earned		

Text: *You've Gotta Have Heart in Your Writing*—Second Edition, Jim [REDACTED]
Chapters Covered: 1, 2, 3, 4, 5, 6, 7
Instructor: Diane [REDACTED] [REDACTED] High School, Delhi: [REDACTED] school
phone: [REDACTED], cell: [REDACTED]

Course Description: College Composition I prepares students for types of communication and thought essential to academic and working-world success. The course focuses on writing as a process intended to help students identify and refine their own personal writing process.

Course Outcomes: Upon completing this course, students will be able to

1. Write as a means of discovering and clarifying ideas.
2. Compose essays implementing a process approach to pre-writing, writing, revising and editing.
3. Implement appropriate writing strategies for varying purposes and audiences.
4. Develop an authentic, personal writing voice and tone appropriate for varying purposes and audiences.
5. Organize essays that present logical progression and support through introduction, body and conclusion.
6. Use conventions of standard written English with skill and accuracy.
7. Analyze one's own writing and other's writing using writing response groups and written analysis.
8. Present oneself as a learner, thinker and writer by developing a portfolio which shows the ability to analyze, synthesize and evaluate one's own writing.

Required Materials: You will need a 1½" (minimum) binder to use for your portfolio. I also encourage you to get a flashdrive for your essays.

Classroom policies: I will supply you with a monthly syllabus (subject to change) that indicates the assignments and due dates. You are responsible for keeping up with the work listed, and if you have concerns, you need to talk to me about it. I simply need to know what your plan for completion is. Failure to notify me by the due date about a late project will result in a zero on that project. Quizzes can be made up in advance, but they cannot be made up after the rest of the class has taken them. If you know you are going to be gone, I strongly suggest you let me know. Journals are due by class time the day after they are assigned.

Participation: I expect you will come to class prepared to be the best writers, reflectors, speakers, teachers, readers, listeners that you can be. I also assume you want the rest of the class to benefit from your presence here. If I'm concerned about your amount or quality of participation, I will let you know. If you're concerned about your amount or quality of participation, you need to let me know. You will complete a self-evaluation of your participation periodically throughout the semester. This evaluation involves class preparedness, contributions to large group and small group discussions, attendance, and behavior. The policies set forth by the student handbook will be enforced in this class, in particular the cell phone use and plagiarism.

Laptop use: Laptops will be provided and should be used for class projects only. Random internet surfing should be noted on your participation reflection.

Quality of work: You will find yourself challenged in this class. If not, we've both failed. We will write in a variety of styles about a myriad of topics. I expect your best work, and I will help you learn to write to your potential. We're forming a partnership, and I'm excited for my duties, and I trust you are too. You may experience some frustration and writer's block; that's natural. What's also natural for humans is to find a way to survive. Together, you'll survive and thrive. Some of your essays may need more time and thought for revision; that's okay too. Until your essay meets our standard of quality, it's unfinished and will require more work.

Assessment of growth: Together we will explore what constitutes quality writing; that's what the class is all about! Throughout the semester, you'll respond to your own writing, your peers' writing and sample pieces. This informal evaluation and reflection will help you strive for quality writing. I will also respond to a variety of your writing: journals, essays, reflections. My comments, as well as the comments of your peers, are designed to help you craft your skill as a writer. Once you have demonstrated quality writing, you will receive full credit for it and prepare it for your portfolio, your personal celebration of learning.

Grading:

Major Writings/Assignments/Participation: 50%

Portfolio: 50%

Peer response: All major essays must receive two peer responses. Failure to do so will result in a 10 percent deduction on the essay, so full credit will NOT be given.

Turnitin.com: All essays must be submitted to turnitin.com before your portfolio due date. Failure to do so will result in an F on that essay.

General Writing Assignments, in order

Journal, as assigned

Vocabulary

Diagnostic essay (topic to be assigned)

Major Writing Projects (four pages, typed, 12-point Times, double-spaced)

- Your Significant Place/Person
- Your Significant Event
- You're the Expert
- Letter for Change
- Compare/Contrast
- Extended Definition

We spend about two-three weeks on the writing process for each essay (brainstorming to drafting to sharing to grading). You're responsible for revising each essay for your portfolio. I will make every effort to respond to your essay within one week of your turning it in.

Writing Skills Foci

Be Specific!

Verb Strength

Conciseness

Punctuation

Fragments and Run-ons

Unnecessary Shifts (Tense, Voice, Person)

Parallelism

Misplaced, Dangling Squinting Modifiers

Modifier Usage

Pronoun Usage

MV GRADING SCALE:

93.00 – 100.00	A
90.00 – 92.99	A-
87.00 – 89.99	B+
83.00 – 86.99	B

80.00 – 82.99	B-
77.00 – 79.99	C+
73.00 – 76.99	C
70.00 – 72.99	C-
67.00 – 69.99	D+
63.00 – 66.99	D
60.00 – 62.99	D-

Tape recording: I will not be recording my classes. If you would like to have them recorded, please discuss this need with me.

Emergency procedures: In case of fire, go down the stairs and out the lower door. In case of a tornado, go to the restrooms in the freshmen hallway.

Accommodation Policy: The Americans with Disabilities Act (ADA) provides protection from illegal discrimination for qualified students with disabilities. [REDACTED] is committed to the equal provision of education for all students. Any student who needs instructional accommodation because of physical or learning disability is encouraged to contact the Coordinator of Disability Services, [REDACTED] Campus, at [REDACTED] or 1 [REDACTED] ext. 280.

COURSE DEVELOPMENT MODEL

COURSE NUMBER: ACC 111
COURSE TITLE: Intro to Accounting

SEMESTER HOURS CREDIT: 3

LECTURE HOURS
PER WEEK: 6 (8 weeks)

LAB HOURS
PER WEEK: 0

NOTE: This is a template for a course syllabus. Applicants need to submit actual syllabi showing the professors'/instructors' names.

CATALOG COURSE DESCRIPTION:

Designed for the student who may or may not have had high school bookkeeping desiring to enter office employment. Emphasis is placed on learning the accounting cycle and structured systems and records usually incorporated by small businesses and professional offices. Daily assignments and problems completed utilizing computer accounting software provide an opportunity for students to apply those concepts learned throughout the course and also indicates to the instructor that competencies have been met.

ENTRY LEVEL SKILLS:

Recommended: Introduction to College Reading - the student should be reading at Grade 13 level, and the student should have tested beyond the need for basic math skills.

PRE-REQUISITES:

MA:053 - Basic Math Skills or competency based on assessment tests.

CO-REQUISITES:

None

TEXT(S): Used for CDM Development:

College Accounting, Chapters I - 10, 16th Edition, James A. Heintz, Robert W. Parry and Arthur E. Carlson, South-Western, 1996.

GENERAL COURSE GOALS

Upon the successful completion of this course, the student should be able to:

- define and use specific vocabulary as it applies to accounting
- accurately prepare basic financial statements
- apply accounting procedures to an office situation

- maintain accounting records for a professional office or small business

COURSE COMPETENCIES/OUTCOMES:

Upon the successful completion of this course, the student should be able to:

2

- define the three basic forms of ownership structures—sole proprietorships, partnerships and corporations
- define the general purpose of accounting
- define the following: assets, liabilities, owner's equity, accounting equation, account, debit, credit, ledger, transaction, revenue, expense
- apply the accounting equation to simple transactions
- record simple transactions to demonstrate increases and decreases in accounts
- define the three basic financial statements—income statement, state of owner's equity and the balance sheet
- prepare the three basic financial statements from information generated through analysis of transactions
- analyze and record business transactions through the use of T-accounts
- balance T-accounts through the footing and balancing procedure
- demonstrate understanding of debit/credit procedures through recording of transactions
- create trial balances from information generated through transaction analysis
- journalize simple transactions.
- post to the general ledger
- prepare a trial balance at the conclusion of journalizing and posting to check for accuracy
- define chart of accounts
- define source document
- journalize and post the adjusting entries
- prepare an end-of-period worksheet
- calculate depreciation using the straight-line method
- prepare the financial statements—income statement, statement of owner's equity, and balance sheet—from information on the worksheet
- journalize and post the end-of-period closing entries
- prepare the post-closing trial balance
- define the following: cash receipts, cash short and over, petty cash, endorsement, dishonored checks, postdated checks, reconciliation, service charge, drawer and payee
- properly prepare checks
- reconcile bank statements
- record petty cash disbursements and reimbursement of petty cash
- journalize entries to record cash short/over
- calculate gross earnings, deductions and net pay
- prepare payroll registers and employee's earnings records
- calculate payroll taxes imposed on employers
- journalize employer's payroll taxes and other deductions

AO:160 College Accounting

- demonstrate competency of an accounting software through the production of journal entries, posting, preparation of financial statements—income statement, statement of owner's equity, balance sheet and trial balance, and adjusting and closing entries

EVALUATION:

2

Final evaluation will be based on:

- 40% Tests
- 40% Daily assignments
- 20% Problems completed using accounting software

METHODS OF INSTRUCTION MAY INCLUDE:

- Lecture
- Illustrations on board or overhead
- Daily assignments
- Use of computer accounting software
- Group projects

ATTENDANCE POLICY

Policies on attendance will be formulated by the instructor and communicated to the students on the course syllabus.

POLICY ON ACADEMIC DISHONESTY

Policies on academic dishonesty can be found in the EICCD Student Code of Conduct published in the student handbook.

TOPICAL OUTLINE

Week	Topic
1	Introduction to Accounting
1	Analyzing Transactions and the Accounting Equation
2	Double Entry Framework
2	Journalizing and Posting
3	Adjusting Entries and the Worksheet
4	Financial Statements and the Closing Process
5	Accounting for Cash
6	Payroll Accounting: Earnings and Deductions
6	Payroll Accounting: Employer Taxes
7 and 8	Accounting Software Problems

AO:160 College Accounting

**Subject: NACEP Statement of Equivalency**

17 March 2017

I, [REDACTED], Professor in the Department of English serve as the Faculty Liaison for [REDACTED]'s dual credit program, [REDACTED], and have done so since 1994. I designed the CEP version of the course to be consistent with the on-campus Composition curriculum under my direction. I also chaired the university committee that devised the [REDACTED] Composition learning outcomes and represented the university on the state-wide committee that devised the Written Communication learning outcomes. As such, I can attest that the CEP English Composition course adheres to the [REDACTED] University learning outcomes for the General Education Foundations Composition requirement and the State of [REDACTED] Written Communications Learning Outcomes.

Academic Freedom:

Innovation, creativity, and academic freedom are hallmarks of our university's world-class contributions in research and the arts. The university policy on academic freedom (ACA 32) defines academic freedom as "full freedom to investigation." According to [REDACTED] Policies guide BL-ACA-D27, this encompasses not only "freedom to investigate topics that are politically unpopular, but also the freedom to engage in high-risk research where results are neither immediate nor guaranteed." Indeed, what many think of as "academic freedom" typically falls under faculty autonomy. In accordance with American Associate of University Professors (AAUP), "It is the business of the university to provide that atmosphere which is most conducive to speculation, experiment, and creation," but that university must "determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study." So while faculty do possess the understanding and knowledge of their field of study, the university does have the right to determine how best a course, especially a required general education course should be implemented, on or off campus.

It is in this spirit of faculty autonomy that the Composition curriculum exist. Because most students at [REDACTED] fulfill the English Composition requirement by enrolling in and successfully completing English [REDACTED]; [REDACTED] the course operates on a set curriculum to ensure the focus is on academic writing in response to various cultural issues and phenomena. The course is organized around set strategies of analysis and argument, with required readings on various topics serving as material for observation, thinking, and writing. Both the graduate students in our doctorate program who train to offer the course on-campus and the [REDACTED] dual credit teachers who train to offer the course in the high school are permitted some "freedom" with regard to reading options presented in the approved course reader, however, the curriculum and skill skeleton of assignments based on the university, College, and department agreed upon learning outcomes, along with the primary text for the course, is set. I ensure that the course is aligned within the confines of our institutions by providing substantial new teacher training, which includes pre-work to be completed before teachers arrive for the start of a five-day training sequence specific to the Composition course they will be instructing; robust annual professional development which further demonstrates best-practices in the field of English; and by having frequent faculty site visits, permitting me the opportunity to observe in-class instruction, review graded student



work, and converse with the high school teachers, just as I would with the on-campus instructors for this course.

Student Learning Expectations:

The week-long on-campus training seminar that I conduct introduces new CEP teachers (and those who are re-training) to the course goals and required course learning outcomes via the required standardized course syllabus, assigned readings, sequence of writing assignments, and discussion of sample student papers. Ongoing review of teacher syllabi, which must be submitted at the start of each semester for approval; regular faculty site visits to teacher classrooms; and annual professional development seminars on-campus for all Composition CEP teachers reaffirms those standards.

The nature of the intensive training ensures all CEP teachers understand what the seven required and agreed upon course learning outcomes are as set forth by the university, the College, and the English Department. The teachers themselves are required to engage with these outcomes, learning and refreshing their own abilities to read critically, synthesize information, engage in inquiry-driven research, use genre conventions and structure, etc. I frequently have presenters share out on best practices tied to these learning outcomes at annual professional development seminars, having experts in the field - such as textbook authors; on-campus English faculty at [redacted] or other institutions; and even veteran CEP teachers - lead workshops or portions of.

Should a CEP teacher be found in non-compliance for mismanaging the Composition curriculum, and in turn the required course learning outcomes, this is most readily discovered and/or caught, if not on a submitted syllabus for semester review, but on a faculty site visit observation. As a formal process, the faculty site visitor provides both a typed report directly to me, the faculty liaison (if I am not already the site visitor for that CEP teacher), and communicates such findings with the CEP teacher immediately, setting forth a process of improvement and realignment of curriculum and expectations. Typically, this conversation and a revisit to check on improvement that same semester is all that is needed. In other circumstances, teachers who do not demonstrate improvement with regard to curriculum and expectations are required to retrain before continuing to offer the course for university credit. In extreme cases, teachers are decertified and students are withdrawal for college credit.

Should course learning outcomes need to be revised, the department and other stakeholders within the College would convene and a committee would set out to do so, upon approval. Should the outcomes be agreed upon for revision and approval granted, I would present such material and findings to our CEP teachers by way of our annual professional development seminar, ensuring all attend and understand the changes forthcoming.

Syllabi Review:

All CEP teachers are required to utilize a syllabus template, ensuring consistency across offerings. This template is discussed and vetted during the week-long training workshop. On the final day of training, teachers present their syllabi for tentative approval and as completion of the training itself. This syllabus template includes, but is not limited to sections detailing: course title/numbering/credit hours earned; required textbooks; official course description; the seven course learning outcomes for Composition; course grading and listing of required assignments with point value; attendance and late work policies;



academic dishonest and plagiarism code; a dual credit policy statement; and a detailed schedule of assignments with noted units, readings, assessments, and corresponding due dates included.

At the start of each semester, CEP teachers are required to submit course syllabi for approval via Canvas. These syllabi are collected by the [redacted] coordinator who scans each one for completion of categories and required sections before then alerting me of their availability for review. I review each syllabi and ensure the course offering, at least on paper, is a match for the on-campus delivery. While all categories of the syllabus are important enough for review, I focus specifically on the grading expectations, assignments listed (both major papers and microthemes), and the schedule of assignments which details each unit covered; all readings assigned – both from the primary textbook and the course reader -due dates of major papers, in-class activities, etc.

Should a CEP teacher require further guidance on a course syllabus before approval can be granted, I communicate all necessary improvements directly to the CEP teacher with a due date for resubmission, permitting all lines of communication necessary for improvement. And while all course syllabi are required for submission approval at the beginning of the semester, faculty site visits ensure consistency of implementation with regard to the content stated on the original syllabus submission. Should any departmental updates need to be made with regard to syllabi and/or the content of, I would communicate such either at a professional development seminar and/or through Canvas announcements or on our ListServe to the CEP Composition teachers.

Assessment Review & Grading Requirements:

The week-long training seminar covers materials for each assignment in the required sequence,, including sample assignment sheets with criteria for evaluation specific that that assignment (assignment description and goals; tips for getting started; criteria for evaluation and point breakdown; etc.). This training also includes norming sessions to evaluate each assignment in the required sequence of writing assignments. By the time each CEP teacher has completed the training, the teacher understands the expectations for an A; B; C; etc. on each assignment. Along with training, the annual professional development seminar for all teachers regularly includes discussions of evaluation and/or assignments, ensuring all teachers are confident and comfortable instructing and grading each assignment.

The faculty site visits include faculty review and discussion of the CEP teachers' graded student papers. It is during the site visit that faculty sign off on both the depth and rigor of the work CEP students are producing, and the grading habits of the CEP teacher as a match for the on-campus course. Teachers understand that the review of graded student work to date in the course is part of the visit, and often teachers welcome the opportunity to have a dialogue about grading and student work with on-campus faculty. This is a practice on-campus as well, as the on-campus instructors of Composition regularly receive visits and reviewing of student work to ensure a collegial dialogue and sharing of tips and techniques for instruction. CEP Teachers are reminded during the scheduling of the site visit date/time to have graded student work ready for review upon my arrival of class observation, and I make it known that I wish to see a sampling of student work, a range of abilities and grades.

Personally, I find that the review of graded student work permits me the opportunity to determine topics and discussions to be covered during the annual professional development seminars. I also make



decisions about training materials based on some of the trends I might find when reviewing graded student work. For instance, one year several of the instructors I visited struggled with confidently

instructing and grading a particular major paper assignment. Based on conversations I had with those instructors, I added to the training materials and topics we covered during the next summer's new instructor training to ensure this issue was not repeated. I also welcome suggestions for improvement of assignment sheet criteria and instruction from the CEP teachers, and teachers have the ability and freedom to add to the assignment sheets and materials provided and discussed during training, although with some limitations as to not change the nature and requirements of the assignment as set forth by the department.

Theoretical/Philosophical Orientation of On-Campus Department:

One of the missions of [redacted] University's English Department is to "celebrate powerful writing, and aim to bring more of that writing into the world." No doubt, expanding our reach and having advanced high school students participate in the craft of powerful writing serves to assist in that mission. The English Department supports my role as a faculty liaison for the [redacted] program, and in turn, supports the CEP teachers. I, as the faculty liaison, feel responsible for the relationship between the CEP teacher and the department. While I do much of this work myself, I also have a senior lecturer within the English Department who works with me and directly with the teachers, co-facilitating new instructor training and annual professional development seminars; conducting a vast majority of faculty site visits; maintaining the CEP teacher Canvas page which houses the Composition training and PD materials in electronic format; and assist with syllabi review. That's how we build and maintain our relationship with our teachers. Upon application approval, the CEP teachers get a letter of welcome from me with pre-work detailed before the week-long training. The teachers see me and work with me during the week-long training. The teachers see me and work with me during the annual professional development. The teachers see me and converse with me when I'm visiting their classrooms for a site visit. The teachers hear from me directly when there are curricular updates and/or areas in need of improvement. The teachers feel comfortable enough to reach out to me with questions and know that lines of communication are always open, hence my daily email communication with many of them.

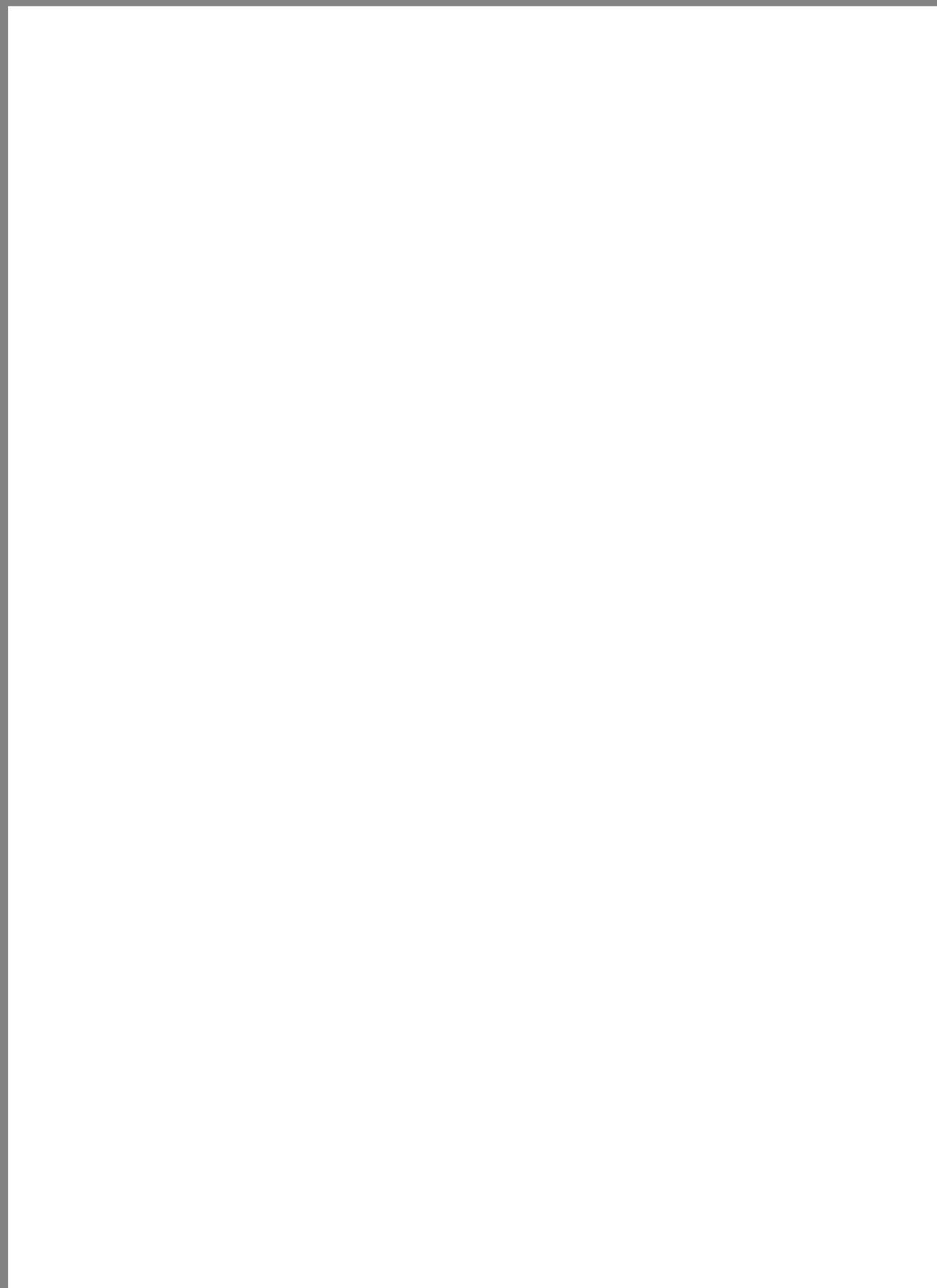
While the [redacted] program, department, and university work hard to build lasting relationships with the CEP teachers, who are appointment as non-paid adjunct lectures within the English Department, providing spaces and funds for mileage reimbursement; lodging when required; free software and tech support; library database access; stipends and allotments for curricular-related supplies; state required program points for participation in PD; etc., I, as the faculty liaison, ensure that the department can sign off on the quality of the CEP course offering and the appointments of the teachers. And the only way I can adequately sign off on such items is by having the department support the time and energy it takes to be a faculty liaison for [redacted] I am truly pleased that my department supports my mission to do so.

Should the committee be in need of any information not provided in this letter, feel free to contact me.

[redacted]

Dr. [redacted]
Professor in English, [redacted] University

insert TAB



Crayola University
Concurrent Enrollment Site Visit Report
 (completed by faculty liaison in discipline)

High School _____ College Faculty Liaison _____
 Instructor _____ Department _____
 Course Title _____ Date of Visit _____
 Course # _____

	Needs improvement	adequate	excellent
1. implementation of College curriculum, adherence to CU course outline (C-3)	_____	_____	_____
2. coherence and completeness of CEP syllabus (C-3)	_____	_____	_____
3. course reflects pedagogical, theoretical, and philosophical orientation of the sponsoring academic division (C-2)	_____	_____	_____
4. course assignments and requirements meet College expectations (A-1)	_____	_____	_____
5. students assessed using the same methods (e.g. papers, portfolios, quizzes, labs) as their on-campus counterparts (A-3)	_____	_____	_____
6. final grades based on sound evaluation of course objectives (A-2)	_____	_____	_____
7. use of CU resources and high school or community resources (F-3)	_____	_____	_____
8. communication with CU faculty liaison (F-3)	_____	_____	_____
9. communication with Career Link coordinator (F-3)	_____	_____	_____
10. communication with other CEP instructors in the discipline (F-3)	_____	_____	_____

What suggestions do you have for improving this CEP course?

What were the most impressive aspects of this CEP class?

What feedback did you receive from students in the class?

I am satisfied that the CU curriculum is being delivered successfully in this class: YES NO

If you respond NO above, please provide specific reasons why you are not satisfied on the back side of this page.
 Please add additional comments you would like to make, or feel free to attach additional pages.

Signature of Faculty Liaison _____ Date _____

Signature of Concurrent Enrollment Instructor _____ Date _____

Form II-Adjunct
Community College
Concurrent Enrollment Adjunct Faculty Peer Review

HS Teacher: _____ School: _____ High
 Course: English 1010 Cr Hrs: 3 Date: 2/9/2011

Purpose of visit (check all that apply):

☒ Observation of class ☐ presentation to students ☐ conference with teacher

For observation visits please complete the teaching evaluation below. For conference or presentation visits, describe the presentation and/or conference with the teacher on the back of this form.

Please list the begin and end times of the visit and the high school period.

Begin time: 12:48 End time: 2:15 High school period _____

Classroom observation visits as part of the faculty evaluation system are required at least once per year for each teacher. Other Concurrent Enrollment site visits may be classroom observations, presentations, or conferences with the teacher. (See current semester Liaison Memorandum for explanation of visit requirements and types.) The liaison and the concurrent teacher are required to sign and date this form at the conclusion of the site visit.

Evaluation: complete the following teaching evaluation for observation visits:

- 1 Unsatisfactory Performance: Does not meet minimal standards of professional performance
- 2 Minimal Performance: Does not consistently meet accepted standards of professional performance
- 3 Standard Professional Performance: Consistently meets accepted standards of professional performance
- 4 High Professional Performance: Frequently exceeds accepted standards of professional performance
- 5 Exemplary Professional Performance: Consistently exceeds accepted standards of professional performance

Rating	Criteria
TEACHING	
4	Instructional Delivery
	Rationale: <u>Clear, precise instructions. Humor and wit used to develop rapport. Multiple delivery methods.</u>
5	Instructional Design and Assessment
	Student progress is assessed with the same methods used on campus <input checked="" type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> conditional Teacher is using approved syllabus <input checked="" type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> conditional Teacher is using approved textbook <input checked="" type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> conditional Rationale: <u>Classroom activities directed at department outcome goals. Lessons well-prepared. Students assessed at a college level.</u>
5	Field/Discipline Knowledge Applied to Teaching
	Rationale: <u>Clearly competent, well-versed on all concepts. Inspires confidence in her students.</u>
4	Course Management
	Rationale: <u>Some students were late, and Janice addressed her concerns. Students on-task and participating.</u>

No disciplinary issues. One of our best teachers.

Revised July 29, 2009

Comments: Style exercise on redundancy. Explanation and
discussion of an article on the fetal bear attack. Students
write about and then discuss the article. Finishing exercise
on commentary vs. reporting. Assignment of reflection/
memoir essay. Exercise using photos to stimulate memories,
producing details that bring up past experiences. 3-minute
writings about jobs, friends, family, etc. (Faigley).
Objects, place.

The liaison and the concurrent teacher are required to sign and date this form at the conclusion of the site visit.

I have visited the Concurrent Enrollment teacher at the high school on the date above. The information on this form is correct.

Liaison Signature: _____

Date: 2/9/11

I have reviewed the comments written by the _____ liaison and acknowledge the liaison's visit on the specified date.

High School Teacher signature: _____

Date: 2/9/11

High School Teacher phone & email: _____

Revised July 29, 2009

Campus:

[Email to FCP](#)

C3 Example 3

Fessler University

FCP Site Visit Report

FCP Instructor	<input type="text"/>		
High School	<input type="text"/>		
Site Visitor	<input type="text"/>	Course	<input type="text"/>
Date of Visit	<input type="text"/>	Date Submitted	<input type="text"/>
Textbook (s)	<input type="text"/>		

1. To what extent are the FCP syllabus, aims and content representative of the on-campus course?

2. What are your impressions of student interest and involvement in the course?

3. Ask to see some papers, activities, or assignments generated thus far in the course. Is the depth of rigor equivalent to the on-campus course?

4. Comment on the instructor's marking and grading. Does the instructor feel comfortable evaluating student work or is there a need for more help?

5. If you have the opportunity to address the class, please solicit comments and record them below regarding the course, FCP policies, procedures and practices?

6. What concerns, if any, were expressed by the instructor about offering Fessler courses through FCP?

7. What course recommendations were discussed with the instructor?

Summary

- ☐ yes ☐ no Is the FCP instructor using an approved textbook?
☐ yes ☐ no Is the course consistent with the on-campus course?

Does the FCP instructor's syllabus contain the following?

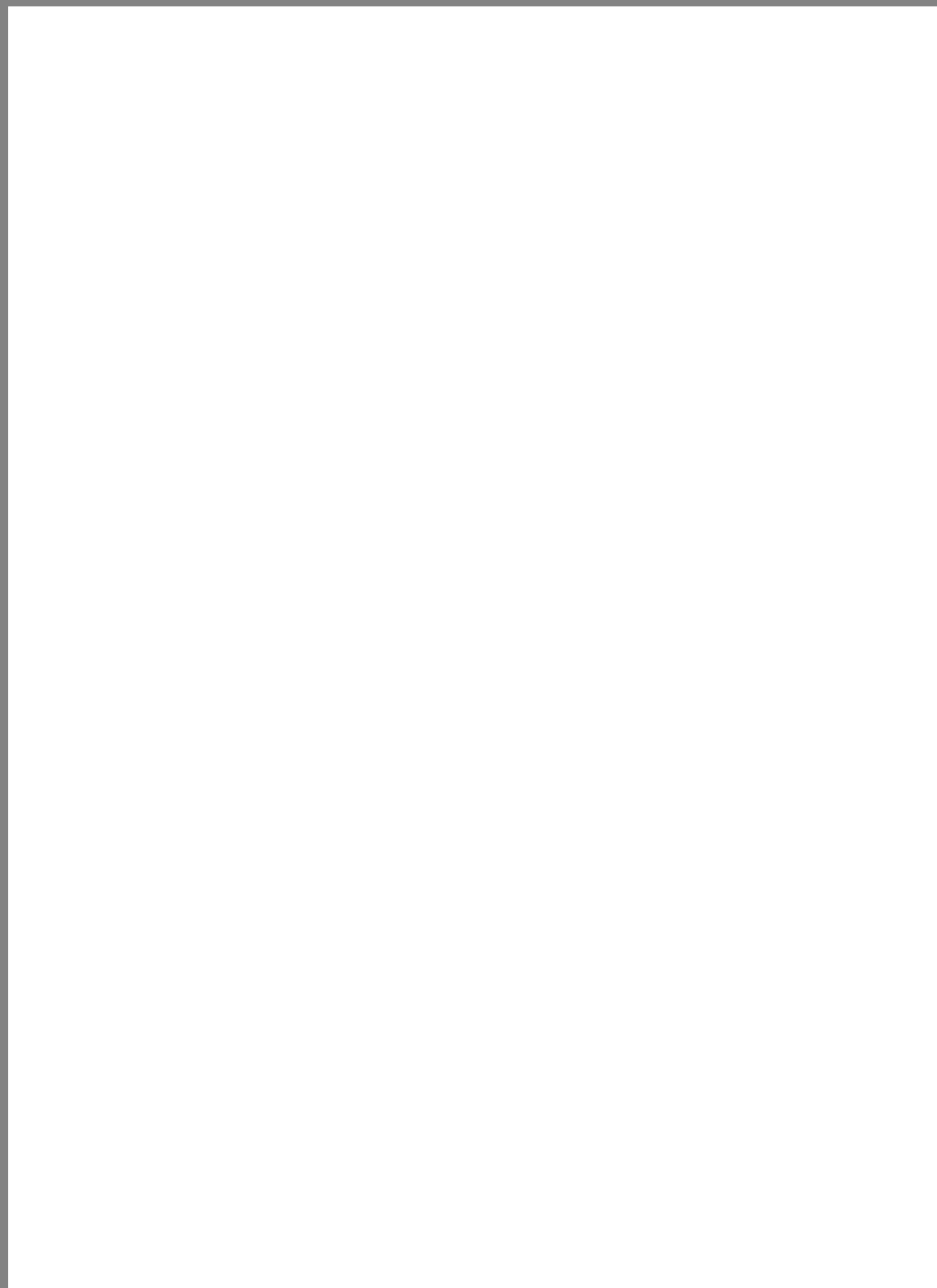
- ☐ yes ☐ no Descriptive overview of the course
☐ yes ☐ no Calendar of due dates
☐ yes ☐ no Learning outcomes and explanation of how outcomes will be assessed
☐ yes ☐ no Fessler's statement on plagiarism and link to Fessler Code of Student Rights & Responsibilities
☐ yes ☐ no Specific course expectations & grading requirements that outline parameters for earning Fessler course grade

Concurrent Enrollment Site Visit Tracking

Last Name	First Name	First Taught	High School	Department	Course	Last Site Visit Completed	Liaison Who Visited	Next Site Visit Scheduled
Wenger	Cheryl	Fall 2009	Jasper Area Career Center	Art	ART125	1/14/2017	Houman	2018-19
Wikert	Frank	Fall 2013	Academy of Performing Arts	Art	ART125	3/21/2016	Houman	2015-16
Wilson	Gena	Fall 2013	Jasper Area Career Center	Art	ART125	4/12/2016	Houman	2015-16
Stempleman	DeAnna	Fall 2009	Summit North High School	Biology	BIO110	4/24/2017	Renard	[LEFT SCHOOL]
Vargas	Christopher	Fall 2009	Justice North High School	Chemistry	CHE121	9/25/2016	Rigoli	2014-15
Short	Be-Asia	Fall 2010	Baytown High School	Chemistry	CHE121	9/26/2016	Rigoli	2015-16
Villa	Joseph	Fall 2008	Devine High School	Communication	COM140	1/9/2017	Anand	2018-19
Tewes	Joseph	Fall 2013	Justice High School	Education	EDU110	2/3/2017	Presper	2018-19
Winzer	Rachel	Fall 2010	Baytown High School	English	ENG111	4/12/2015	Scholl	2017-18
Wickstrom	Jennifer	Fall 2009	Rockville High School	Foreign Languages	FRE112	4/12/2016	Lamont	2017-18
Taylor	Sandra	Fall 2011	Baytown South High School	History	HIS121	9/15/2015	Fagan	2017-18
Wyatt	Matthew	Fall 2014	Baytown High School	Mathematics	MAT110	none yet		ASAP
Yerino	Lenora	Fall 2011	Baytown South High School	Mathematics	MAT110	10/4/2016	Carrier	2017-18
Thuma	Jennifer	Fall 2010	University High	Mathematics	MAT110	9/1/2016	Carrier	[RETIRED]
Shields	Gerald	Fall 2011	Summit North High School	Mathematics	MAT125	3/19/2016	Carrier	2017-18
Stowers-Devitt	Jackie	Fall 2010	Baytown South High School	Mathematics	MAT125	5/10/2017	Carrier	2018-19
Svehla	Wayne	Fall 2016	Blue Song Charter School	Political Science	POL110	none yet		ASAP
Wilson	James	Spring 2011	Kennedy High School	Psychology	PSY111	5/20/2016	Soler	2017-18
Smith	Stephanie	Fall 2014	Summit Christian Prep	Religion	REL220	none yet		Fall 2017
Wittman	Vera	Fall 2009	Smithtown High School	Foreign Languages	SPA112	9/1/2016	Gutierrez	2018-19
Smith	Gary	Fall 2008	Summit West High School	Foreign Languages	SPA112	5/1/2017	Ramierz	2018-19
Toschi	Robert	Fall 2007	Fort Henry High School	Foreign Languages	SPA112	4/29/2017	Ramierz	2018-19
Taylor	Kelli	Fall 2017	Summit North High School	Foreign Languages	SPA112	new		Spring 2018
Stones	Ronald	Fall 2008	Capetown High School	Foreign Languages	SPA112	9/19/2015	Gutierrez	2017-18
Yeager	Rhonda	Fall 2014	Durban High School	Foreign Languages	SPA112	none yet		Fall 2017
Schuster	Christine	Fall 2011	Summit North High School	Foreign Languages	SPA112	9/1/2016	Gutierrez	2018-19
Willard	Victoria	Spring 2011	Baytown High School	Foreign Languages	SPA112	4/16/2017	Gutierrez	2018-19

Note the recording of dates, and the schedule for future visits based on this college's rotation cycle and the recommendation of the faculty liaison who visited.

insert TAB



F1 EXAMPLE 1

Sample Coversheet Response

A packet of information is sent to high school teachers interested in becoming approved to teach CEP courses. The packet includes: the CEP instructor application; the University adjunct faculty application required by Human Resources; a sample syllabus for the course the teacher is interested in offering through CEP, provided by the faculty liaison; and a brief overview of the program, which includes the instructor approval/denial process, titled *CEP_101*. The staff also directs interested teachers to the web site which describes the minimum instructor qualifications: www.university.edu/academic/cep_potential_instructors.asp. A few departments require more than the CEP minimum instructor qualifications, which is communicated to prospective instructors, included in the packet mailed to them, and also available on the web site referenced above. See folder *Additional_Instructor_Requirements*.

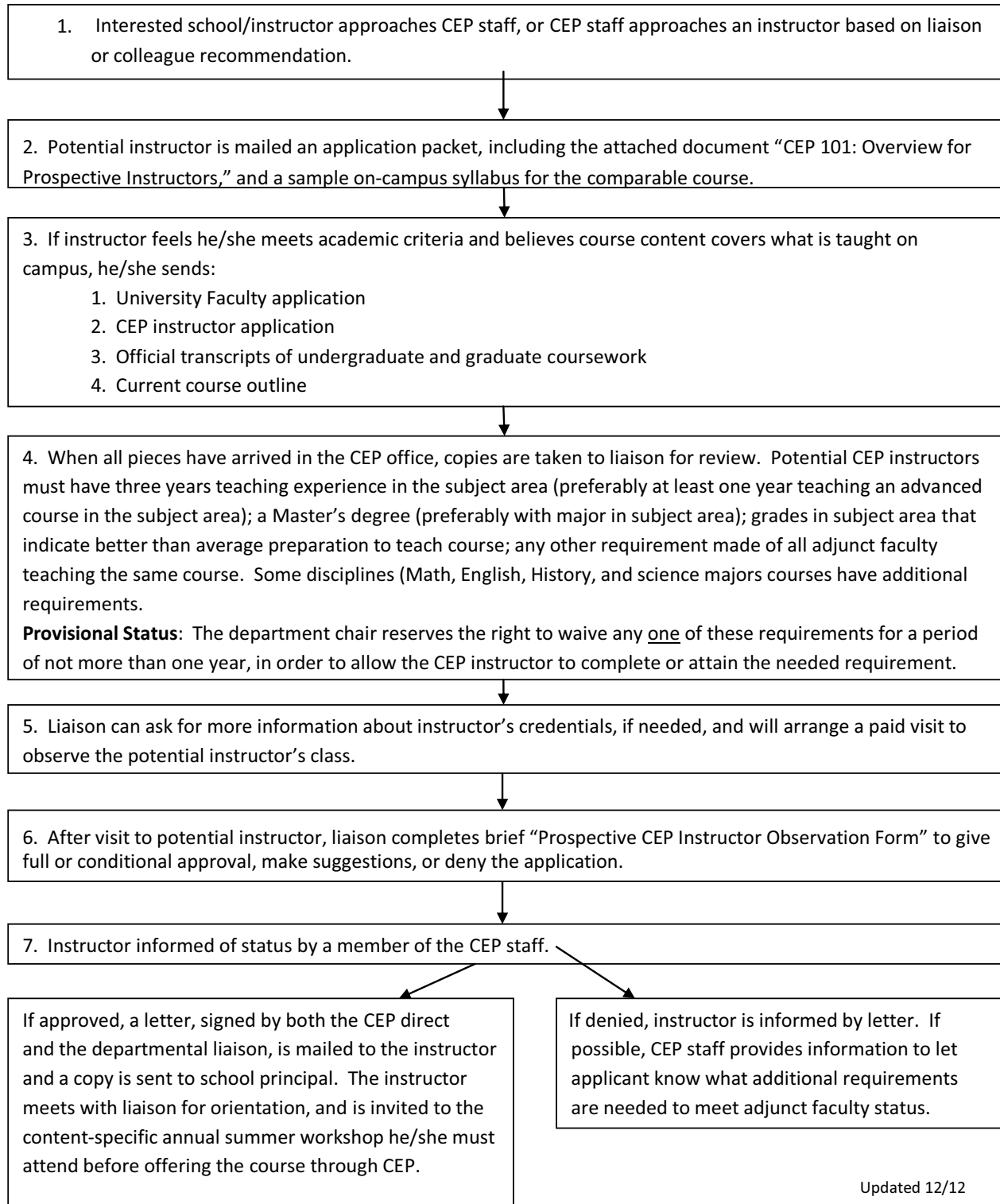
Once completed applications are returned to the CEP office and official graduate and undergraduate transcripts arrive, the process is as follows:

- A CEP staff member forwards a copy of the completed instructor's application packet to the appropriate faculty liaison. The liaison works with the department chair to determine if the instructor's credentials meet the adjunct qualifications to teach the course.
- If the instructor's credentials meet the qualifications, the liaison schedules a pre-approval classroom visit (typically in the spring before the academic year the instructor wishes to begin teaching through CEP), which serves as an opportunity to observe the potential CEP instructor in the classroom and to meet one-on-one. Often the course orientation occurs at this meeting. If not, the course orientation session is scheduled shortly after approval, before the annual content-specific workshop that all seasoned and newly approved CEP instructors attend. (*Preapproval_Visit_Kibler*, *Preapproval_Visit_Rogge*, and *Preapproval_Visit_Coy*).
- With final approval, the CEP office sends the new instructor a letter of acceptance that is signed by both the CEP director and the respective department chair (*Instructor_Acceptance_CHEM*; *Instructor_Acceptance_CMST*; and *Instructor_Acceptance_HIST*).
- Prior to teaching the CEP course, a new instructor is asked to supply the CEP office with a completed tax packet, required by Human Resources. Once all paperwork is submitted, the new CEP instructor is entered into Banner, the University's business process management system, in order to be paid stipends, view course rosters, and grade students.
- If the instructor is not approved, a denial letter is sent to the applicant (*Instructor_Denial*).

In addition to the required evidence referenced above, a flowchart of the instructor approval/denial process created for liaisons is also provided (*CEP_Instructor_Approval_Flowchart*).

Required Evidence

Concurrent Enrollment Program Instructor Approval Flowchart



Concurrent Enrollment Instructor Qualifications, 2017-2018

Art:

- Masters in Fine Arts or Arts specific to the discipline they intend to teach, i.e. Masters of Arts in Illustration, Masters of Fine Arts in Painting/Drawing, Sculpture, etc.

OR

- Masters in Art Education with the right combination of professional credentials (i.e. shows, galleries, collections, time working as a professional artist in the field, etc.)

**AND* Each Prospective Applicant must include with their application:*

- 20 personal works
- 20 examples of student work
- Per student work examples, include respective project criteria / description, assessment parameters and learning outcomes

Biology:

- Master's in Biology or related field, with relevant teaching experience
- MAT/MST acceptable with relevant teaching experience

Business:

- Master's Degree in the subject area (e.g. Accounting)

OR

- Masters in Business Administration (MBA)

OR

- Bachelors in the specific subject area (e.g. accounting) with experience in the subject area. Masters also required, but in any discipline.

Business Information Technology:

- BS in related field of Business, Business Education, Computer Science, Graphic Arts, Communications or Math. Masters preferred
- Faculty must have demonstrated teaching experience and completed coursework or certification in the area of expertise for any specific course
- If faculty meet core education requirements but have not taken formal coursework in the specific course area, then training can be obtained by taking BIT courses on campus, online, or through registered Independent Study

Chemistry:

- B.S. in chemistry or chemical engineering and an M.S. in chemistry, chemical engineering, or a related field
 - The CEP instructor would also be required to use a on-campus chemistry department approved syllabus, exams, book, and experiments

Civil Engineering Technology:

- BS in appropriate technical field. MA or MS preferred
- Demonstrated teaching experience with board drafting and AutoCAD

Clinical Laboratory Technologies:

- ASCP Certification or NYS Licensure as a Clinical (Medical) Laboratory Technician or Technologist or a Histological Technician
- Bachelor's degree in relevant subject area required, Master's degree in relevant subject area preferred
- For CLT 110 only: The Instructor would also be required to use the web materials provided by the department.

Communications & Media Arts:

- For theory based classes, a master's in the appropriate subject is req., PhD. preferred.
- For production based classes, the minimum requirement is a bachelor's degree in the relevant subject area, and appropriate master's degree (for example, a master's in education would be acceptable provided the candidate had an acceptable undergraduate degree related to the production field they wish to teach in).

Computer Science:

- Minimum education requirement is a BS in Computer Science with a MS preferred.
- Where appropriate, demonstrated teaching experience with all aspects and current versions of Microsoft Office, Visual Studio.NET C#/C++, Java, A+, Multisim 10
- Current Microsoft Windows Operating System

Criminal Justice & Emergency Services:

- Bachelor's degree in related field plus a minimum of 3 years' direct work experience in the CJES field directly related to subject material (approval to be made by the CJES Department).
- If Bachelor's degree is in an unrelated field, a minimum of 5 years' direct work experience in the CJES field, directly related to subject material (approval to be made by the CJES Department).
- Minimum of one year teaching experience required.
- FF instructor would be required to use a department approved syllabus, textbook, and exams.

Engineering Science

- Master's degree preferred, (MAT acceptable).
- Due to variety of courses offered by our department, instructor would need to show adequate coursework and/or professional development in area(s) of proposed course(s).

English:

- Master's Degree in English or a related field—Comparative or Romance Literature, for example (MAT may not suffice)

Foreign Languages

- Master's Degree in the subject area (e.g. Spanish or French), or
- Master's Degree in the Comparative Literature (in e.g. Spanish or French), or
- Native speakers of the foreign language (e.g. Spanish or French) with a BA Degree or higher

Health Information Technology/Health Studies

- Bachelors in related field, MA or MS preferred
- The Instructor would also be required to use the on-campus HST/HIT department approved syllabus, exams, and textbook.
- Demonstrated teaching experience
- Required Blackboard training (after instructor approval, but before teaching of course)
- *For MDA 114L, First Aid, Course:* professional level certification in CPR and First Aid is required; training can be provided locally via the American Heart Association and coordinated by on-campus faculty.

History, Philosophy & Social Sciences:

- Instructors in CEP courses must as a minimum have a Master's degree in the subject area they intend to teach (i.e.: Master's in Anthropology to teach ANT 111). Master's degrees in teaching or in social studies education are *not* acceptable. *Current instructors are grandfathered.*
- Proposed instructors in CEP courses must be interviewed by the on-campus Department chair prior to any approval of course offerings.
- *If an instructor possesses a BA in the subject area they intend to teach, and enrolls in a regionally accredited Master's program in that subject, they can be permitted to teach. The instructor would have four years to complete the program in order to continue teaching.

Hospitality Programs:

- 1) One undergraduate degree specifically in Culinary Arts, Hospitality, Food Service Administration, Restaurant Management, Event Management; Casino Management or a similar degree as applicable given specific area of industry to be taught. A master's in the hospitality field would suffice if hospitality undergraduate work is not present, but in almost all cases a degree in the hospitality field is required. An exception is made for highly specialized, difficult to locate skill sets for which a specific degree may be waived (eg: CAS 200 – Casino Games). Degrees in Family Consumer Sciences are not equivalent and are not considered.
- 2) At least three years experience in a commercial kitchen...restaurant, hotel, catering hall, hospital food service, dietary manager, casino, wedding planning, etc.
- 3) A Master's degree. Either a Master's degree in Hotel/Restaurant Administration, Hospitality Administration, Resorts Management or the like, or an MBA with a Hospitality Concentration. Again they come in a variety of names. If the master's is in a related field a candidate, candidate must have an undergraduate degree in a hospitality concentration. Certifications needed may include but not be limited to: Certified Secondary Culinary Educator (CSCE) or a Certified Culinary Educator (CCE) through the American Culinary Federation (ACF). You can find the designations here: <http://www.acfchefs.org/AM/Template.cfm?Section=Levels&Template=/CM/HTMLDisplay.cfm&ContentID=23641>, Certified Professional of Catering and Events through NACE; ServSafe; TIPS; CPR and Heartsaver, first aid, etc.

Learning Assistance:

- Master's Degree required with a specialization in Education, Reading/Literacy, or other related field.
- One year of teaching experience required

Math:

- A Master's degree in Mathematics

OR

- Three years' experience teaching the material (calculus for MAT 181 and MAT 182, statistics for MAT 124, etc.)

OR

- One semester teaching the course for the Math Department on campus

Mechanical Engineering Technology:

- BS in appropriate technical field. MA or MS preferred
- Demonstrated teaching experience with board drafting and AutoCAD

Music

- Master's Degree
- Graduate Level Music Theory coursework

Physical Education and Sport Studies

- 4-year degree in Physical Education or related field is required.
- Master's degree in Physical Education or related field is required, or is in progress.
- Minimum of 4 years teaching experience in Physical Education or Health Sciences
- 4 years coaching experience

Physical Sciences:

- Master's degree preferred, (MAT acceptable).
- Due to variety of courses offered by our department, instructor would need to show adequate coursework and/or professional development in area(s) of proposed course(s).
- Some courses may require additional preparatory meetings and training. Applicants are expected to meet with Physical Sciences Department chair prior to course approval.

Physics

- BS in Physics or closely related field plus commensurate experience; MA or MS preferred

Psychology & Human Services

- Master's degree in Psychology or Social Work (with undergraduate degree in Psychology)

Teacher Education/Early Childhood Education:

- Master's degree required in education or a liberal arts discipline. Undergraduate or graduate degree must include early childhood education coursework.
- Three years teaching experience or appropriate combination of teaching, relevant work experience and scholarly activity necessary.
- Experience teaching early childhood (infants through grade 2) and college teaching preferred.

11.17.16 KLMB

EDUCATIONAL BACKGROUND:

Colleges attended:

INSTITUTION/ADDRESS	DID YOU GRADUATE?	DEGREE EARNED AND/OR MAJOR

OCCUPATIONAL HISTORY:**(A) Faculty Positions: (Do not put "See Resume")**

List below the educational positions you have held beginning with your present or most recent position. Please indicate if part-time. (Use additional sheets if necessary.)

INSTITUTION/ADDRESS	NATURE OF POSITION & RANK	DATES OF EMPLOYMENT (Month/Year)	REASON FOR SEPARATION

(B) Other Positions: (Do not put "See Resume")

List below other positions you have held, beginning with your present and most recent position. (Use additional sheets if necessary.)

EMPLOYER'S NAME & ADDRESS	NATURE OF POSITION & TITLE	DATES OF EMPLOYMENT (Month/Year)	REASON FOR SEPARATION

MILITARY:

U.S. Military Service: Branch _____ Highest Rank _____

Dates _____ Member Reserve, National Guard, etc. _____

RECOGNITIONS AND HONORS:

Academic _____

Other _____

PUBLICATIONS:

List Books, Articles, Research Contributions, Exhibits, Performances and Scholarly Work.

(Use additional sheets if necessary)

PHILOSOPHY STATEMENT: (Complete for full-time positions only)

We are excited you are interested in joining our organization. To assist our review of your application, in your own words, **on a separate page**, please respond to the following two questions:

Our single continuing goal is Student Success. Describe your philosophy for educating, engaging and/or supporting success for all students.

Diversity Value: Diversity enriches our learning. We embrace diversity in all of its contexts, including strengths, perspectives, and people. We seek to increase our capacity to understand issues of difference, power, and privilege and to constructively resolve conflict. Tell us about any personal or professional experiences you have had that would help you assist us to fulfill our goals of increasing our capacity to understand issues of diversity and difference.

REFERENCES:

The following names are submitted as references and may be canvassed as to your qualifications. Please list two professional and one personal reference. If you are applying for a faculty position, one reference should be related to your latest teaching position.

	Name	Title	Address	Phone #
1.	<hr/>			
2.	<hr/>			
3.	<hr/>			

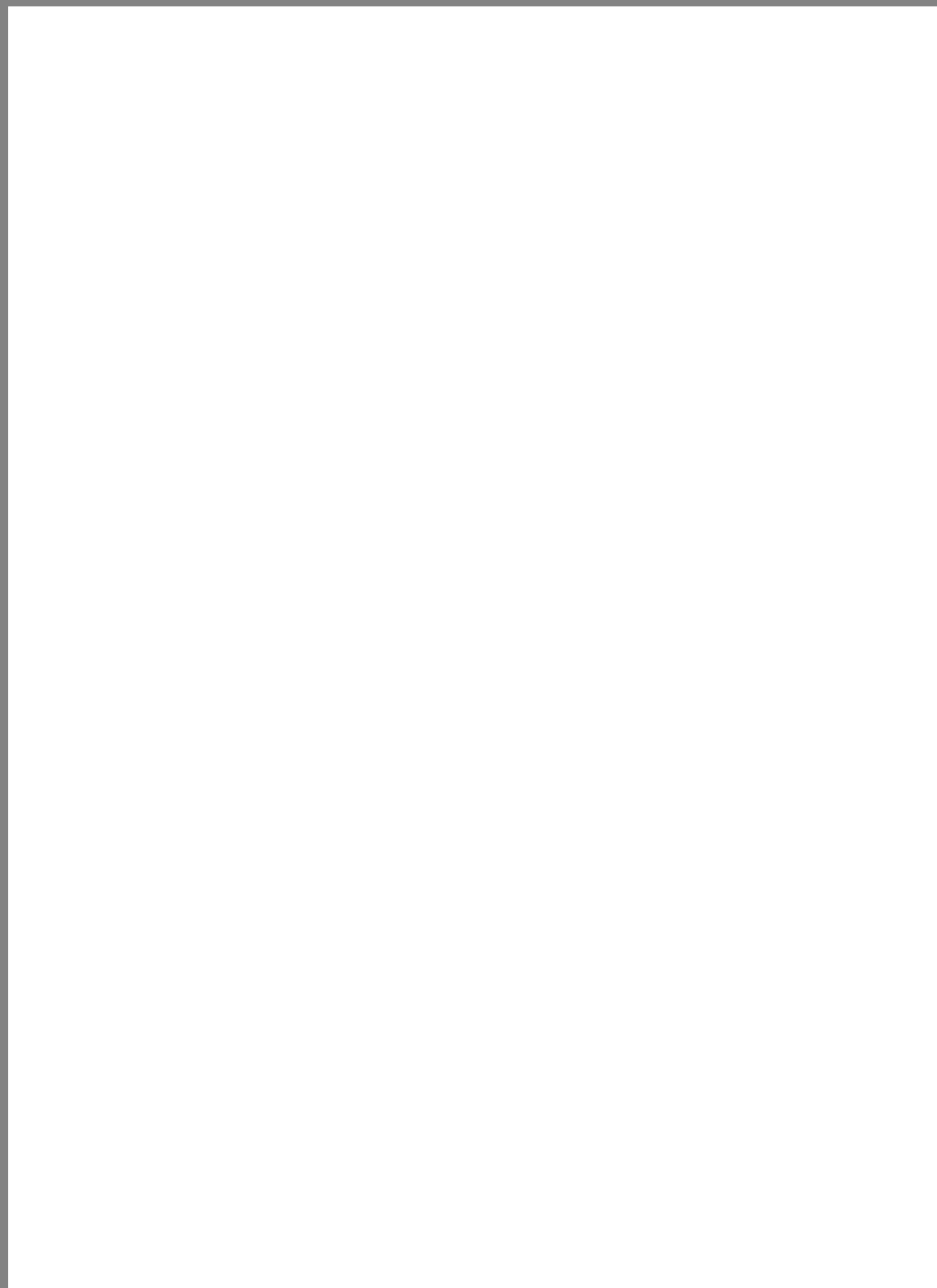
CONDITIONS OF EMPLOYMENT:

I hereby declare that the information provided by me in this application is true and complete, and I understand that falsification of any of this information is grounds for refusal to hire or, if hired, termination. I authorize any of the persons or organizations referenced in this application to give you any and all information concerning my previous employment, education, or any other information they might have, personal or otherwise, with regard to any of the subjects covered by this application, and I release all such parties from all liabilities for any damage which may result in furnishing such information to you. I authorize you to request, receive and verify all information given in this application. I agree that a photocopy of this consent may be treated as an original by any recipient thereof.

SIGNATURE: _____ DATE: _____

Revised 10/12

insert TAB





Coversheet for Faculty Standard F2

F2 Example 1

Faculty Liaisons at college/university provide new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment and administrative prior to the instructor teaching the course.

For the prior academic year, number of new concurrent enrollment instructors who received course-specific training prior to teaching the course:

10

Average number of hours of course-specific training provided to new concurrent enrollment instructors:

5

Explain how your program meets this standard, illustrate specific policies and practices, & describe the evidence submitted.

Each newly approved Farymont College concurrent enrollment instructor receives an Instructor Guide immediately following their request to teach a course.

All CEP instructors are invited to attend the Fall Faculty Forum, a day long event in September for all campus and adjunct faculty. The Forum provides each new instructor with an opportunity to broaden their understanding of Farymont and its administrative policies and procedures, how to submit grades, and to connect with faculty in the discipline to discuss course curriculum, assessment, evaluation, pedagogy and course philosophy.

Beginning with the 2015-16 academic year, new instructors will be required to attend the Fall Faculty Forum and participate in mandatory program orientation. New instructors are also required to contact their Faculty Mentor prior to the beginning of the semester to receive information and materials needed to teach courses in their discipline.

Often, these materials are exchanged via phone or e-mail. Such materials include course philosophy and preferred pedagogical strategies, a master course outline and information about approved textbooks, course curriculum, as well as appropriate and acceptable measures of assessment.

This coversheet as written **does not** meet the standard. The Standard requires training, the applicant implies that the program does not now require attendance at training (e.g. this was submitted prior to the 2015-16 academic year). It is written in the **future tense**, implying the practice is not yet implemented.

Merely providing an Instructor Guide does not constitute training prior to teaching the course.

Note also that new instructors are required to contact their Faculty Mentor; rather than visa versa and the *professional development* consists primarily of an exchange of materials by phone and email. While training can occur remotely, it is imperative that there be significant and meaningful interaction with the faculty liaison beyond merely sharing a syllabus. Applicants using this approach need to document how course-specific training was effectively implemented via email and phone exchanges.

Note also that there is some confusion about Faculty Standards 2 & 3. Course- and Discipline-specific training for new faculty appears as an afterthought in the Fall Faculty Forum if included at all, and it occurs after the start of the semester when a new instructor is teaching.

Agenda for New Instructor Orientation and Training
Tuesday, June 7, 2011
Farber -School Partnerships Office
Activity Center, Room XXX

- 9:30 a.m. Welcome
 Introductions
 Purpose of the event
- 9:45 **Orientation** to Farber College
 Official college transcripts
 On-line Career Link orientation and assessment
 New User accounts for e-mail and WebAdvisor
 Angel course request (if applicable) and on-line Angel orientation
 Name badge
 NACEP
 Stipend Form
 Campus Tour
- 11:15 Quality Adjunct Plan – Dean Fred Farckle
- 11:45 Faculty Liaisons arrive to join us for lunch
- 12:15-4:30 New instructors begin course **training** time with Faculty Liaisons

This applicant meets the minimum requirements for this standard. This overall agenda was supplemented with detailed agendas from the afternoon course trainings with faculty liaisons (see example next page), materials from those trainings, an attendee list, and event evaluations.

Agenda: Orientation for New CEP Mathematics Faculty

Tuesday, June 7, 2011, 12:15 – 4:30

Information about the department

- Course offerings (flow chart, course descriptions)
- Faculty
- Contact information

Specific Course Information

- Course Outline
- Prerequisites

Textbook information

- Selection process
- Information you will need to submit
- Sections required
- Sections optional

Other course materials

- Graphing calculators

Schedule

- Tentative schedule
- Midterm
- Final exams

Course Expectations/Requirements

- Grading scale
- Attendance
- Due dates
- Time for tests
- Make-up policies

Student Assessment

- Common final
- Tests (number, type, time, re-takes)
- Quizzes
- Homework (My Math Lab)
- Extra credit
- Other

Course Assessment

- Evaluation

Site Visit

- Form
- Date

Discipline-Specific Training Checklist for New CEP Instructors

Each faculty liaison should use the following checklist to ensure that CE instructor candidates are aware of departmental expectations, protocol, and philosophy. The items on this checklist must be completed before an applicant is fully approved to begin offering course through the CEP.

CE Instructor Name: _____ Course: _____

- ☒ Candidate's credentials meet or exceed adjunct faculty status to teach this course on-campus.
- ☒ Liaison has visited candidate's classroom for a pre-approval visit.
 - Date of visit:
- ☒ Role of liaison has been explained to candidate.
- ☒ Liaison has reviewed with candidate the specific course objectives.
- ☒ Liaison has reviewed with candidate any discipline-specific philosophies and/or pedagogy for the course.
- ☒ Candidate has received requirements and expectations for the syllabus.
- ☒ Liaison has approved the candidate's CE course syllabus and a copy of the syllabus has been sent to the CEP office.
- ☒ Liaison has explained textbook considerations/requirements.
- ☒ Candidate has been provided the course grading scale and understands the grading standards.
- ☒ Liaison has reviewed required assignments and the rigor of the assignments, assuring standards of achievement are the same as expected in on-campus sections.
- ☒ Liaison has reviewed required assessments and rigor of the assessments.
- ☒ CE instructor feels prepared to offer this course as a match for the on-campus sections.

Faculty Liaison Signature

Date

CE Instructor Signature

Date

University of Central Liverpool
ECON 1300 New Instructor Training
Economic Systems
July 16-20, 2014

DAY ONE: ECONOMIC FUNDAMENTALS

Session 1A, 8:00 – 9:00

Introductions

Pre-Tests (*Tests for Understanding of College Economics* (abridged))

Session 1B, 9:00 – 10:00

Basic Economic Concepts

A Framework for Teaching Basic Economic Concepts, Council for
 Economic Education (CEE, formerly NCEE)

Standards

Voluntary National Content Standards in Economics, CEE
Economics: [REDACTED] Department of Education

Scarcity

Activity: Dealing with Scarcity

"Economic Decision Making," Lesson 2 (Steps 1-4),
Economics in Action, V.3, CEE
 (Allocating a Scarce Item)

Visual: Possible Allocation/Rationing Methods

Example: Newspaper Examples of Allocation/Rationing Methods

Break, 10:00 – 10:15

Session 2, 10:15 – 12:00

Choice (Decision Making)

Activity: Making Choices

"Planning a Dance," Lesson 1 (Activity 1), *Focus: High School Economics*, V.3, CEE

Activity: PACED Decision-making Process and Grid

"Economic Decision Making," Lesson 2, *Economics in Action*,
 V.3, CEE

Visual: PACED Decision-making Process

Visual: PACED Decision-making

Example: Choosing a Washer (*Consumer Reports*)

Example: Choosing a Garbage Collection Systems

Activity: The Spending Decision: Satisfying Wants with Scarce Income

"The Spending Decision," Unit Seven, *Making Personal Finance Decisions*, [REDACTED] Council on Economic Education
 (Buying Colas and Hot Dogs at a Baseball Game)

Lunch, 12:00 – 12:30

Note that this is a five day long professional development course for new concurrent enrollment teachers. In addition to covering curriculum, it includes numerous activities that can be used for assessing student learning in the course. While NACEP's standards do not state a minimum number of contact hours for professional development, and not all programs can manage a five day training for every course - programs should not aim for the minimum when designing professional development.

DAY ONE: ECONOMIC FUNDAMENTALS (Continued)

Session 3, 12:30 – 2:00***Fundamental Economic Problem***

Lecture: Limited Resources (Human, Capital, Natural, & Entrepreneurial) with Unlimited Wants (Pig Principle)

Visual: Fundamental Economic Problem

Visual: The Pig Principle

Activity: Identifying and Classifying Productive Resources
 “Name that Resource”

Opportunity Cost and Trade-offs

Activity: Production Possibilities (Alternatives) and Opportunity Cost
 “Scarcity and Choice,” Lesson 5, *Old MacDonald to Uncle Sam*, V.3, CEE (Producing Squares and Triangles)
 “Three Bears, Two Goods (Salmon & Berries), & One Crazy Girl”
 “Imagining U.S. Wheat and Cotton Possibilities”

Break, 2:00 – 2:15**Session 4, 2:15 – 4:00*****Economic Systems***

Activity: Broad Social Goals (Social Criteria)
 “Broad Social Goals of an Economy,” *Focus: High School Economics*, Lesson 2, V.3, CEE

Visual: Broad Social Goals/Criteria

Activity: Alternative Economic Systems
 “Who Decides?” Lesson 2, *Economies in Transition*, V.3, CEE
 Visual: Market Economy and Command Economy

Economic Institutions and Incentives

Activity: Incentives under Different Economic Systems
 “Parking Lot Full of Incentives,” Lesson 1, *Economies in Transition: Command to Market*, V.3, CEE

Money and Exchange

Lecture: Circular Flows in a Market Economy
 Visual: The Circular Flow of Productive...Money Payments

Activity: Simulation of the Circular Flows
 “The Circular Flow of Economic Activity,” Lesson 10, *Economics in Action*, V.3, CEE (Rock and Rollo Activity)
 Visual: “Rock and Rollo” Game Set-up

DAY TWO: MICROECONOMICS

Session 5, 8:00 – 9:45***Demand (Value)***

Lecture: What Determines the Value of a Good?

Activity: Willingness and Ability to Pay for a Scarce Item

“What are Spotted Owls, Timber Products, and Magical Stones Worth?” Lesson 3, *Economics and the Environment*, V.3, CEE

Examples: Bids for Scarce Item & Value of the n-th “A” Curve

Lecture: Demand: Buyers’ Reaction to Price (comparing Value to Price)

Supply (Cost)

Activity: Deriving Cost as Lost Value

“The Cost of Pollution: What is Given Up?” Lesson 4, *Economics and the Environment*, V.3, CEE

Example: Deriving the Cost (Supply) of Cotton

Lecture: Supply: Sellers’ Reaction to Price (comparing Cost to Price)

Allocative Efficiency

Activity: Maximizing the Net Value Society Gets from a Good

“The Allocatively Efficient Amount of Cotton”

“The ‘Right’ Amount of Ooze,” Lesson 5, *Economics and the Environment*, V.3, CEE

Break, 9:45 – 10:00

Session 6, 10:00 – 12:00***Price Determination in Markets (Market Equilibrium)***

Activity: Price Determination

“The Bort Market,” Lesson 1, *Basic Economics of Food Markets*, MCEE (Market Simulation)

Lecture: Shortages, Surpluses, & Price as a Measure of Relative Scarcity

Activity: Changes in Market Equilibrium

Visual: Changes (Shifts) in Demand (Value) and Supply (Cost)

Visual: Steps in Market Equilibrium Changes

Visual: Changes in Supply/Demand

“Mind Your P’s and Q’s,” Lesson 7, *Economics for the Elementary Classroom*, SPEC Publishers

Activity: Secondary Effects

“Markets Interact,” Lesson 5, *Focus: High School Economics*, V.3, CEE

Lunch, 12:00 – 12:30

DAY TWO: MICROECONOMICS (Continued)

Session 7, 12:30 - 2:15***Productivity and Costs***

Activity: Normal and Economic Profits

“Curt’s Tacos,” CEE

Activity: Short-run Production Simulation

“Short-run Production Simulation,” adapted from Lesson B3-1,
Trainers of Trainers, CEE“Productivity,” Lesson 8, *Economics in Action*, V.3, CEE

Activity: Costs and Profit-maximization in the Short Run

“Short-run Costs and Profit-Maximization”

Activity: The Supply Curve as the Added-Cost Curve Revisited

Visual: Supply of Packets

Lecture: Long-run Costs and Economies of Scale

Visual: Long-run Average Cost (LRAC)

Break, 2:15 – 2:30

Session 8, 2:30 – 4:00***Market Structures: Perfect Competition***

Lecture: Perfect Competition: A Lack of Economic Powers and Barriers

Visual: The “X” and the “*”

Activity: Moving Resources to their Most Valued Uses

“The Invisible Hand of the Market”

Market Structures: Imperfect Competition

Lecture: Monopoly and Barriers to Entry

Visual: Barriers to Entry

Activity: Price Determination by a Monopoly

“Monopoly versus Perfect Competition”

Lecture: Polyopoly (Monopolistic Competition) and Oligopoly

Visual: Types of Market Structures

Activity: Price Results of Different Market Structures

“Market Structures,” CEE

Lecture: Market Structure and Business Organization

Visual: “Three Types of Business Ownership,” *What Economics Is About*, Indiana Department of Education

DAY THREE: MICROECONOMICS TO MACROECONOMICS

Session 9, 8:00 – 10:00
Market Failures

Activity: Efficient Allocation of Resources

“A Simple Allocation Simulation” (SAS, 7/7 split)

Visual: Necessary Conditions for Markets to Allocate Resources Efficiently

Visual: Market 1/Market 2

Activity: Violating the Competitive Conditions for Efficiency

“Behaving like a Monopolist” (SAS revisited, 5/5 split)

“The Effect of Barriers” (SAS revisited, 2/12 split)

Activity: Violating the Property Rights Conditions for Efficiency

“It’s Fine as Long as It’s Mine—All Mine!” Lesson 6, *Economics and the Environment*, V.3, CEE (Paper Clips Activity)

Visual: Negative and Positive Externalities

Break, 10:00 – 10:15

Session 10, 10:15 – 12:00
Market Failures (continued)

Activity: Public Goods

“Two Boxes Activity”

Visual: Two Boxes

Lecture: Public Goods: Andy the Antenna and the Nature Conservancy

Income Distribution

Activity: The Effect of Income Distribution on the Efficient Allocation

“What Kind of Pizza Would You Like to Buy?”

Visual: “2005 U.S. Income Distribution,” Visualizing Economics

Visuals: “Distribution of Family Income in the United States” and
“Gini Coefficient Data for Countries,” Lesson B17,
Training of Trainers, CEE

Role of Government

Lecture: The Role of Government

“The Role of Government in a Market Economy,” Lesson 5,
Economics in Action, V.3, CEE

Visual: The Economic Role of the Government

Lecture: Circular Flow Revisited

“The Circular Flow(s),” L16, *Focus: HS Economics*, V.3, CEE

Visual: Government in the Circular Flow

Lunch 12:00 – 12:30

Session 11 A 12:30 – 1:15

Overview of *Virtual Economics* CD in Computer Lab

Session 11B, 1:30 – 2:30

Transition between Micro and Macro

“The Circular Flow of Economic Activity” (continued)

ECONOMICS IN ACTION, Lesson 10, Procedures 12-13

Break 2:30-2:45**Session 12 2:45- 4:00**

Macro Debate: The Role of Government

“Test of Macro Economic Thinking” AP Handout

“Areas of Disagreement” AP Visual

“Why Economists Disagree” AP Handout

“Introduction to Macroeconomics” adapted from *ADVANCED PLACEMENT*.

DAY FOUR: MACROECONOMICS**Session 13, 8:00 – 9:45**

Macroeconomic Indicators

Gross Domestic Product

CPI

Unemployment Rate

Macroeconomic Goals and Measurement

Session 14, 10:00 – 12:00

Economic Goals: Full Employment, Price Stability, Growth

Measuring Unemployment: A Labor Market Mystery”

CAPSTONE, Lesson 31 and Activity1 in Student Activities

“Economics Ups and Downs”

Lesson adapted from *FOCUS: High School Economics*, 2nd edition,

Lesson 18, Copies of Visuals

“Economic Growth and Development,” Lesson adapted from

FOCUS: High School, 2nd edition, Lesson 21

“Factors that Affect a Nation’s Productivity” adapted from CEE Train the Trainers materials.

Lunch, 12:00 – 12:30**Session 15, 12:30 – 2:15**

Aggregate Demand & Aggregate Supply

“Aggregate Demand and Aggregate Supply”

CAPSTONE, Lesson 38, and Activities 1-4 in Student Activities

“Aggregate Supply & Demand”

FOCUS: H.S. ECONOMICS, 2nd ed., Lesson 20

Break, 2: 15- 2:30

Session 16, 2:30 – 4:00

Fiscal Policy

Discretionary/Automatic

"Fiscal Policy: A Two Act Play," ECONOMICS IN ACTION, Lesson 12

Deficit/Debt

"Should We Worry About the National Debt?" CAPSTONE, Lesson 36

"Why Does the Federal Government Overspend Its Budget?"

Adapted from UNITED STATES HISTORY: EYES ON THE ECONOMY.

DAY FIVE: MACROECONOMICS/INTERNATIONAL ASPECTS

Session 17, 8:00- 10:00

Money and Monetary Policy

"Money and Inflation"

ECONOMICS IN ACTION, Lesson 11

Money, Interest, and Monetary Policy

FOCUS: H.S. ECONOMICS, 2nd ed., Lesson 19, Procedures 9-22,
Activity 2 only

"Money and Monetary Policy"

CAPSTONE Lesson 34

Break, 10:00 – 10:15

Session 18, 10:15-12:00

Macro Debates

"Why Macroeconomists Disagree" NCEE Train the Trainers Materials

Lunch 12:00 – 12:30

Session 19, 12:30 – 1:45

Trade

"Trading Around the World" FOCUS: INTERNATIONAL ECONOMICS, Lesson D1-1

Break, 1:45 – 2:00

Session 20, 2:00 – 3:15

Economic Growth

"Economic Growth II" Adapted from FOCUS: H.S. ECONOMICS, 2nd ed., Lesson D15-1

Wrap-Up, 3:15 – 4:00

Teaching Awards program

Post-test: Macroeconomics

Course Evaluation

Example of Online New Instructor Training

F2 Example 5

- Welcome
- Syllabus & Assessments
- PowerPoint
- New Course/0
- Bookmarks
- ENG200 - English Composition II/ Studies in Lit
- ENG215 - Creative Writing
- ENG230 - Survey of American Literature I
- Add a Page
- Content Manager
- Usage Statistics

Quick Links

- My Pages
- College Web Site
- College Email
- College Catalog
- Library
- SkillStation
- PEARt
- Bookstore

Welcome

Welcome to English Composition I

Thank you for deciding to teach English Composition II!

My name is [redacted] and I coordinate this course for the college.

The purpose of this course training is to familiarize you with course content, common assessments, site visits, and your administrative responsibilities related to this course. Please print hard copies of all documents, including the ENG110 PowerPoint (right) prior to viewing the orientation presentation. The presentation is designed to provide enough of a course overview so that you will have a comfort level with the course as you begin teaching.

Should you have any questions, comments, or concerns, please contact me at the following:

[redacted] (office) [redacted] edu

Thank you and I look forward to hearing from you!

New Course: [redacted] Evaluation

Complete this section ONLY if you are a "Newly" Approved Faculty Member

As a newly approved [redacted] Faculty member you need to complete the following:

- 1) Review all the materials included on the new course (syllabus, [redacted], assessment etc.).
- 2) Complete the evaluation by clicking on the link: [http://www.surveymonkey.com/s/\[redacted\]NewCourse/](http://www.surveymonkey.com/s/[redacted]NewCourse/)
- 3) Participate in a phone call with a [redacted] faculty member in the discipline (A faculty member will contact you upon completion of the evaluation).

Bookmarks

Add a Bookmark

Ungrouped

APA Style Tutorial

Click on "View tutorial" to see an audio-enhanced presentation about APA Style from the APA.

Syllabus & Assessments

Add a Handout

Syllabus

ENG 110 - English Composition I.docx (123K)

Assessments

ENG 110 Recommended Sources.docx (15K)

ENG 110 - Argumentative Essay Rubric.docx (32K)

Research Paper Assessment Rubric (.docx, 14K)

This is the common assessment for the 2013-2014 academic year.

ENG 110 Assessment Sheet for Argumentative & Persu. xls (.xls, 30K)

ENG110 instructors: Please complete the assessment for the argumentative/persuasive essay. The attachments are the Excel file for entering the data from your argument essays and the Word file that explains the criteria for each category.

Research Paper Assessment Spreadsheet (.xls, 28K)

This is the spreadsheet to be used with the rubric for the 2013-2014 academic year.

Go to Main Screen

PowerPoint

Add a Handout

Documentation Format

MLA Format (.ppt, 266K)

APA Format Presentation (.ppt, 378K)

PowerPoint

Teaching ENG110 in the [redacted] program audio.mp3 (.pptx, 46402K)

Go to Main Screen

CEPs are strongly encouraged to develop robust face-to-face interaction between CEP and campus faculty, but technology implemented well can help facilitate the frequency, depth and regularity of this interaction – particularly when high school faculty are at a distance from the college campus. This college developed New Course training modules for each course offered for concurrent enrollment. New instructors are required to log onto the system to complete the New Course Training. Upon completion of the New Course training module, which includes Powerpoints, audio recordings, a syllabus and sample assessments, instructors must complete a feedback report documenting that they have reviewed the required materials. The college faculty liaison from the discipline then meets with the new instructor either by phone or in person to deepen the discussion and the instructor's understanding of the course requirements.

MEETING NOTES

At this meeting we discussed all of the above and made our introductions.

I provided her with a rundown of the expectations in the course and the types of assignments typically used to accomplish the course outcomes. I provided her with sample syllabi, assignments, and grading rubrics. I also brought my course texts so she could see the types of readings I've assigned in the past. We also discussed library resources. Finally, I presented her with a couple of additional online multimedia sources and discussed the Up2U family partnership program with her. Before the meeting ended we set a timeline for her syllabus and scheduled future meetings.

Following our planning meeting, we emailed an exchange regarding curriculum decisions and syllabus changes:

Hi Kimberly,

If you are already covering the narrative, comparison/contrast, and research essay, I'd recommend literary analysis. Literary analysis follows a different research and creation process, and it asks students to think outside the traditional 'pick a topic and write about it' box. I do think that teaching students to write persuasive papers is a great idea, though, so perhaps you could combine that purpose with the comparison/contrast paper (ask them to persuade readers as they compare and contrast, highlighting the strengths of their choice over the weaknesses of another choice--you may already have that built into the assignment, in fact). In any case, these are all solid picks for your assignments.

I do understand what you mean about not including a course schedule with your syllabus; when I taught junior high and high school courses, I would have been constantly updating my schedules with changes--everything from fire drills to safety in-services and weather, as you've experienced to the extreme! However, a brief section that gives students a macro-view of the course is important, especially for students who want to plan ahead regarding topics. For some courses where I need flexibility, I use an abridged version of the major units of the course (and this is just an example) without a specific class by class agenda:

This semester, we'll be covering the following units:

- * Unit 1, Leadership: persuasion and rhetoric in Anton's A Mad, Mad World
- * Unit 2, Liberty: comparing and contrasting freedom of choice in Bradbury's Fahrenheit 451
- * Unit 3, Voice: personal expression and narratives
- * Unit 4, Thought: research and ethics in modern science

This, of course, is simply one way of doing it, but it gives students a horizon while it simultaneously gives you total flexibility to adapt each day as needed.

Have a nice weekend,
Elizabeth
English Faculty Liaison

Yes, I have taught both texts before. Students really seem to like them and find value within the pages.

I was not planning on including a class schedule on my syllabus. High school classes require flexibility, especially in the wake of our previous "winters of doom." Last year we had 11 snow days! I don't really know how it will all play out with the school schedule.

I'd like some guidance regarding a fourth essay. You suggested a narrative, a compare/contrast, and a research essay. Do you recommend the fourth essay be a literary analysis or definition or persuasion?
Thanks, Kimberly

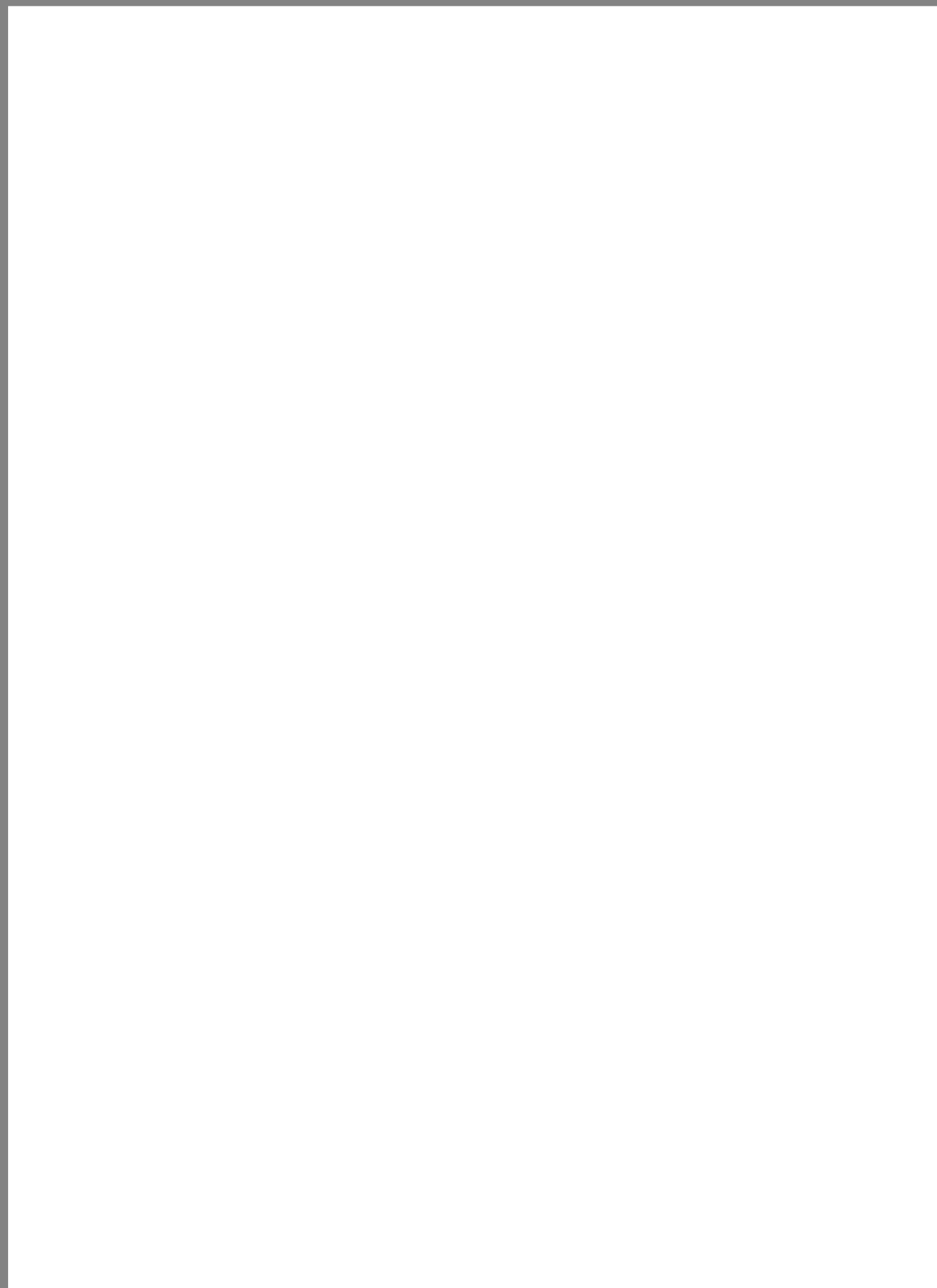
Concurrent Enrollment Instructor Tracking

Last Name	First Name	First Taught	High School	Department	Course	New Instructor Training	Last Site Visit Completed	Next Site Visit Scheduled	PD Attended August 2017	PD Attended August 2016	PD Attended August 2015
Wenger	Cheyl	Fall 2009	Jasper Area Career Center	Art	ART125	Before 2010	1/14/2016	2018-19	Yes	Yes	
Wlkert	Frank	Fall 2013	Academy of Performing Arts	Art	ART125	7/10/2012	3/21/2016	2018-19	Yes	Yes	Yes
Wilson	Gena	Fall 2013	Jasper Area Career Center	Art	ART125	7/10/2012	4/12/2016	2018-19	Yes	Yes	Yes
Stempleman	DeAnna	Fall 2009	Summit North High School	Biology	BIO110	Before 2010	4/24/2015	[LEFT SCHOOL]	N/A	N/A	Yes
Vargas	Christopher	Fall 2009	Justice North High School	Chemistry	CHE121	Before 2010	9/25/2016	2018-19	Yes	Yes	Yes
Short	Be-Asia	Fall 2010	Baytown High School	Chemistry	CHE121	7/13/2010	9/26/2016	2018-19	Yes		Yes
Villa	Joseph	Fall 2008	Devine High School	Communication	COM140	Before 2010	1/9/2017	2018-19		Yes	Yes
Tawes	Joseph	Fall 2013	Justice High School	Education	EDU110	7/3/2013	2/3/2016	2018-19	Yes	Yes	N/A
Winzer	Rachel	Fall 2016	Baytown High School	English	ENG111	7/13/2016	4/12/2017	2018-19			Yes
Wickstrom	Jennifer	Fall 2009	Rockville High School	Foreign Languages	FRE112	Before 2010	4/12/2017	2018-19		Yes	Yes
Taylor	Sandra	Fall 2011	Baytown South High School	History	HIS121	7/17/2011	9/15/2017	2018-19	Yes	Yes	Yes
Wyatt	Matthew	Fall 2014	Baytown High School	Mathematics	MAT110	6/10/2014	9/5/2017	2018-19	Yes	N/A	N/A
Verino	Lenora	Fall 2011	Baytown South High School	Mathematics	MAT110	7/17/2011	10/1/2016	2018-19		Yes	Yes
Thuma	Jennifer	Fall 2010	University High	Mathematics	MAT110	7/13/2010	9/1/2016	[RETIRED]	N/A	N/A	N/A
Shields	Gerald	Fall 2011	Summit North High School	Mathematics	MAT125	7/17/2011	3/19/2017	2018-19		Yes	Yes
Stowers-Devitt	Jackie	Fall 2010	Baytown South High School	Mathematics	MAT125	7/13/2010	5/10/2017	2018-19	Yes	Yes	
Svehla	Wayne	Fall 2014	Blue Song Charter School	Political Science	POL110	7/15/2014	5/5/2015	2017-18		N/A	N/A
Wilson	James	Spring 2017	Kennedy High School	Psychology	PSY111	1/7/2017	none yet	ASAP	Yes	Yes	Yes
Smith	Stephanie	Fall 2016	Summit Christian Prep	Religion	REL220	7/15/2016	5/20/2017	2018-19		N/A	N/A
Wittman	Vera	Fall 2009	Smithtown High School	Foreign Languages	SPA112	Before 2010	9/1/2016	2018-19	Yes	Yes	Yes
Smith	Gary	Fall 2015	Summit West High School	Foreign Languages	SPA112	8/15/15	5/1/2016	2017-18			Yes
Toschi	Robert	Fall 2007	Fort Henry High School	Foreign Languages	SPA112	Before 2010	4/29/2017	2018-19	Yes	Yes	Yes
Taylor	Kelli	Fall 2017	Summit North High School	Foreign Languages	SPA112	8/2017	new	Spring 2017	Yes		Yes
Stones	Ronald	Fall 2008	Capetown High School	Foreign Languages	SPA112	7/15/2014	9/19/2016	2018-19	Yes	Yes	Yes
Yeager	Rhonda	Fall 2017	Durban High School	Foreign Languages	SPA112	7/17/2017	none yet	Spring 2017	Yes	N/A	N/A
Schuster	Christine	Fall 2011	Summit North High School	Foreign Languages	SPA112	7/17/2011	9/1/2016	2018-19	Yes		Yes
Willard	Victoria	Spring 2011	Baytown High School	Foreign Languages	SPA112		4/16/2016	2018-15	Yes	Yes	Yes

A tracking spreadsheet used by one college to monitor participation by concurrent enrollment instructors in initial training, annual professional development, and site visits.

Those who have missed two annual PD events in a row and those whose site visits are overdue are highlighted.

insert TAB



Review Seminars are held yearly in most subject areas.* CEP instructors to return to campus for the Review Seminars to meet as a group with the faculty liaison in each content area. These day-long sessions evaluate the implementation of the specific course for that semester and provide instructors the opportunity to discuss any questions or problems that have arisen. CEP professional development seminar activities include, but are not limited to: access to current pedagogy, research, content materials/labs, class observations, interaction with other university faculty/authors, and development of exams, etc. In addition, policies governing the course (state legislation, university requirements, changing course hours, adding courses, etc.) are frequently discussed by the CEP staff as applicable to the CEP instructors and program. In other cases, a Review Seminar can serve as a mini-training workshop, introducing CEP instructors to redirection of the course focusing on pedagogic innovation.

If a instructor fails to attend three seminars consecutively, the CEP decertifies the instructor and requires the instructor to retrain before offering the CEP course again. CEP staff track each instructor's attendance in a spreadsheet and inform instructors when instructors are in danger of non-compliance.

*Some CEP courses may only have 1 or 2 trained instructors. For CEP courses with only a few instructors arrangements are sometimes made to allow instructors to observe the on campus version of the course. This also provides CEP instructors an opportunity to meet with the liaison in small groups to discuss any issues or concerns with course implementation, syllabus, assignments, marking, or exams. In other cases, an extended site visit provides the faculty-faculty interaction that allows thoughtful review and discussion of changing practices in pedagogy, course content, and research in the content area.

This applicant has distinct Review Seminars for veteran instructors from F2 New Instructor training, and describes the typical content. They also clearly describe what they do with courses with few instructors when a Seminar isn't feasible.

Check evidence submitted for this standard:

Fessler

L202 Literature Review Seminar
February 10, 2017
Memorial Union – [REDACTED] Room

- 8:30 – 9:00 a.m. - Continental Breakfast
- 9:00 – 9:05 a.m. - Welcome & Opening Remarks
[REDACTED] [REDACTED] *Professor of English, Culbertson Chair of Writing*
[REDACTED] [REDACTED] *Director of FCP*
[REDACTED] [REDACTED] *FCP Academic Specialist of English*
- 9:05 – 10:15 a.m. - Combining Close Reading with Genre Analysis
Short shorts to be handed out
- 10:15 – 10:30 a.m. - Break
- 10:30 – 12:00 p.m. - Moving Beyond Simple Moral Judgments about Characters
Ha Jin, “Saboteur” & Rebecca Makkai, “The Briefcase”
- 12:00 – 1:15 p.m. - Lunch in the Tudor Room
- 1:15 – 2:15 p.m. - Panel: What’s New in Literary Studies?
[REDACTED] [REDACTED] *Assistant Professor, English and American Studies*
[REDACTED] [REDACTED] *Associate Professor of English*
[REDACTED] [REDACTED] *Associate Professor of English*
- 2:15 – 2:30 p.m. - *Making Literature Matter*, 5th edition
New works for discussion

An example agenda from a day long seminar for a literature course. This college has enough faculty teaching this one course that they run this seminar distinctly from other courses. The F3 standard requires discipline-specific annual professional development, this can be done either at the course level as this applicant has, or at the discipline-level. Note the combination of course-specific content (pedagogical activity on reading/genre analysis, reviewing new edition of the textbook) and professional development in the discipline "What's new in Literacy Studies?"

College For All

Dusable Community College

Professional Development Conference

August 22, 2016
DCC Main Campus

- 8:15-8:50 Sign-in, Continental Breakfast (*Cafeteria*)
- 9:00-9:50 Opening Session: Welcome & News from the College (*Cafeteria*)
- Richard Hassan, College For All
- 10:00-11:30 Concurrent Session I (*classrooms*)
- 11:30-12:30 College For All Appreciation & Awards Luncheon (*Cafeteria*)
- Dr. Camila Sultana, College President
 - Richard Hassan, College For All
- 12:30-1:15 Keynote Address (*Cafeteria*)
- Melinda Mechur Karp, Community College Research Center, Columbia University
Practice is Powerful: Teaching Students How to “Do” College via Concurrent Enrollment
- 1:30-2:40 Concurrent Session II (*classrooms*)
- 2:45-3:30 Orientation for New Concurrent Enrollment Instructors

This agenda, with the following breakout session descriptions, are an example of a day long annual professional development event organized by one college for all its concurrent enrollment instructors. note that the breakout sessions include both CTE and liberal arts disciplines. This college demonstrated that it adheres to the NACEP standards for all courses, both CTE and general education.

Title: Sharing Classroom Teaching Tips

Audience: ACCT

Facilitator: Hortense Roxana, DCC Professor and Faculty Liaison for Accounting

Professor Ford is transitioning into liaison role for accounting role and is looking forward to hearing from all of our College for All accounting instructors. The focus of this session is on listening and sharing about experiences teaching ACCT101. Please come to the session with a teaching tip to share with everyone.

Title: Recent Advances in Our Understanding of the Early Universe

Audience: ASTR, PHSC

Presenter: Dr. Rowley Winfried, Professor in Astrophysics, Dusable University

In the last 50 years or so there has been tremendous progress in our understanding of the evolution of the universe since the Big Bang. This understanding builds on much of the physics developed in the last century: Einstein's general theory of relativity, quantum mechanics and the understanding of particle physics. These advances in our understanding of nature have been made possible with advances in technology. This presentation will try to explain what we now know about the evolution of the universe, how studying the smallest constituents of matter contributes to our understanding of the largest scales, and some of the technologies that has enables this.

Title: Less Gabb'n, More Action

Audience: BIOL, BIOT, other STEM areas

Facilitator: Dr. Egon Zan, DCC Professor and Faculty Liaison for Biological Sciences

This workshop will outline how "high impact practices" engage students and how to implement them in the STEM curriculum. Clickers, collaborative learning groups, case studies, peer evaluations, and flipped classroom are some of the tools used to engage students in their own learning. This requires the instructor to become a moderator in the learning process, not the "sage on the stage" but be able to clarify misconceptions when needed. We will discuss the article entitled "Classroom Observation Protocol for Undergraduate STEM (COPUS): A New Instrument to Characterize University STEM Classroom Practices" (Smith *et. al.*, CBE—Life Sciences Education Vol. 12, 618–627, Winter 2013) and view video clips that demonstrate "engaging" behaviors from both the instructor and student perspective.

Title: Facebook & Texting in the Classroom

Audience: Targeted to those teaching BUAD, SPMT, other business-related courses, but open to all

Facilitators: Frederik Shaimaa, DCC Instructor and Faulty Liaison for Business Administration; and Saxon Leopold, Assistant Director of Donor Relations, Dusable University

In this hands-on workshop, teachers will explore various ways to utilize closed Facebook pages and texting as tools to enhance instruction and promote concept attainment in their courses of study. Shaimaa will co-facilitate this session with Saxon Leopold, a DCC alum whose current employment at Dusable is focused on marketing with social media.

Title: Using Screen-Capture Tools to Create Instructional Videos

Audience: Targeted to those teaching computer technology courses (CIS, CSS, CAPS, WD, CIS, and CSCI), but open to all

Facilitator: Helene Haim, DCC Campus Technology Staff, Instructor, and Faculty Liaison for Computer Technologies

Learn how to use *Camtasia*, a screen capture tool used to create short videos (sometimes called videocasts or screencasts). These videos may be used to engage students, review concepts from class or homework, catch up absentee students on what they missed, or posted for students in online or “flipped” classes. Note, screencasting requires software; a webcam and microphone are helpful, but not essential. *Camtasia* is available for purchase from TechSmith (\$179); there is a free open source platform called *Jing* that functions similarly.

Please bring your textbook and course outline.

Title: Enhancing Common Core Learning Standards (CCLS) through Process Oriented Guided Inquiry Learning (POGIL) – Part 1

Audience: CHEM

Facilitator: Dr. Ragnar Jami, DCC Instructor and Faculty Liaison for Chemistry

With increasing state (APPR & SLOs) and national demands (CCLS) being placed on teachers, this workshop will help you work smarter, not harder. Come ready to share and discuss recent challenges and successes with your districts’ APPR and SLO processes, as well as classroom strategies that are or are not working to teach various science principles. Ragnar will share information about Process Oriented Guided Inquiry (POGIL) as a means to further integrate the CCLS and we’ll work together to design and develop process-oriented plans. You will walk away with lessons, ideas, evidence-based research and strategies to help you fulfill and exceed state and national science standards.

Please bring a lesson plan that you are willing to share/convert to a POGIL plan.

Title: Introduction to Digital Video Production – Part 1

Audience: COMM

Facilitator: Khalifa Agni, DCC Instructor in Communications and Media Arts

Come share your experiences teaching COMM courses. What projects work and what does not work for you? Mel has lots to share too! As part of her course, she includes a project titled, “Foley Fun”, which has become a student favorite; it involves creating or utilizing Foley sounds (e.g. “sound effects”) that are edited with a video they shoot or a silent film clip. This project introduces students to the art of recording, editing and manipulation of audio, as well as the importance of audio gathering techniques for short films. In addition, Khalifa will discuss and share examples of the different “vine” (6-second) video assignments completed this past semester.

Title: CAD Considerations for 3D Printed Prototypes**Audience: DRAF107, DRAF120****Facilitator: David Kaia, DCC Instructor and Faculty Liaison for Drafting**

3D printing of CAD files is an extremely useful tool to create functional prototypes of parts and assemblies. This workshop discusses common pitfalls with 3D printing that can lead to suboptimal models and prototypes. Additionally we will explore how best modeling practices, tools within CAD and files export settings can allow students to increase their success when designing with the intent of rapid prototyping. There will be hands-on time for teachers to become more familiar with the tools within SolidWorks. In addition, we will spend some time discussing some of the challenges you may be facing when teaching CAD at the college level.

Title: Students Speak about Writing**Audience: ENGL****Facilitator: Levi Ingeborg, DCC Professor and faculty Liaison for English**

Have you ever wondered how your students do after they leave your class and go off to college? Listen to students who took ENGL101/102 through concurrent enrollment about how well the courses prepared them for the level of writing needed in their college courses. If you know of former students who may be in the area on the conference date, please contact us.

Title: Approaches to Concurrent Enrollment for World Language Instructors**Audience: Foreign Languages (SPAN, FREN, GERM)****Facilitator: Tanya Jessamine, College for All Adjunct Instructor in Spanish at Callista High School**

The workshop will overview the development and organization of concurrent enrollment World Language courses including planning the school year, planning a thematic unit, composing daily lesson plans, and assessing students. In addition, the workshop will introduce a variety of tactile and communicative activities integrating thematic vocabulary with structure/grammar. Ideas and options for supplemental units based upon film, art and literature in the target language will be discussed as well as the creation and implementation of assessments including quizzes, unit exams, project rubrics and writing rubrics. Finally, instructors using Vista Higher Learning products may explore ways to integrate VHL Supersite resources into their courses. Please feel free to bring materials for sharing that relate to the above topics!

Title: Fitness Testing Methods**Audience: HLTH, FITN****Facilitator: Miley Cindi, DCC Instructor in Health and Fitness**

We will discuss ideas for incorporating fitness testing into any health or fitness course. Learn various methods for measuring submaximal effort baseline information. The baseline info each person collects is intended to create a set point for beginners and experienced athletes alike. Adaptive considerations are included in the plan, as are age and sex adjusted performance expectations. Results make the personal set points doable, yet a challenge and fun as well. First Aid & Safety instructors could apply the safety elements discussed for each fitness test to their course and responding to emergencies at fitness venues. We will also tour DCC's Athletic Facility, including Field House and Fitness Center.

CEP PSY 201 Meeting Agenda

6/28/

8:15-10:15

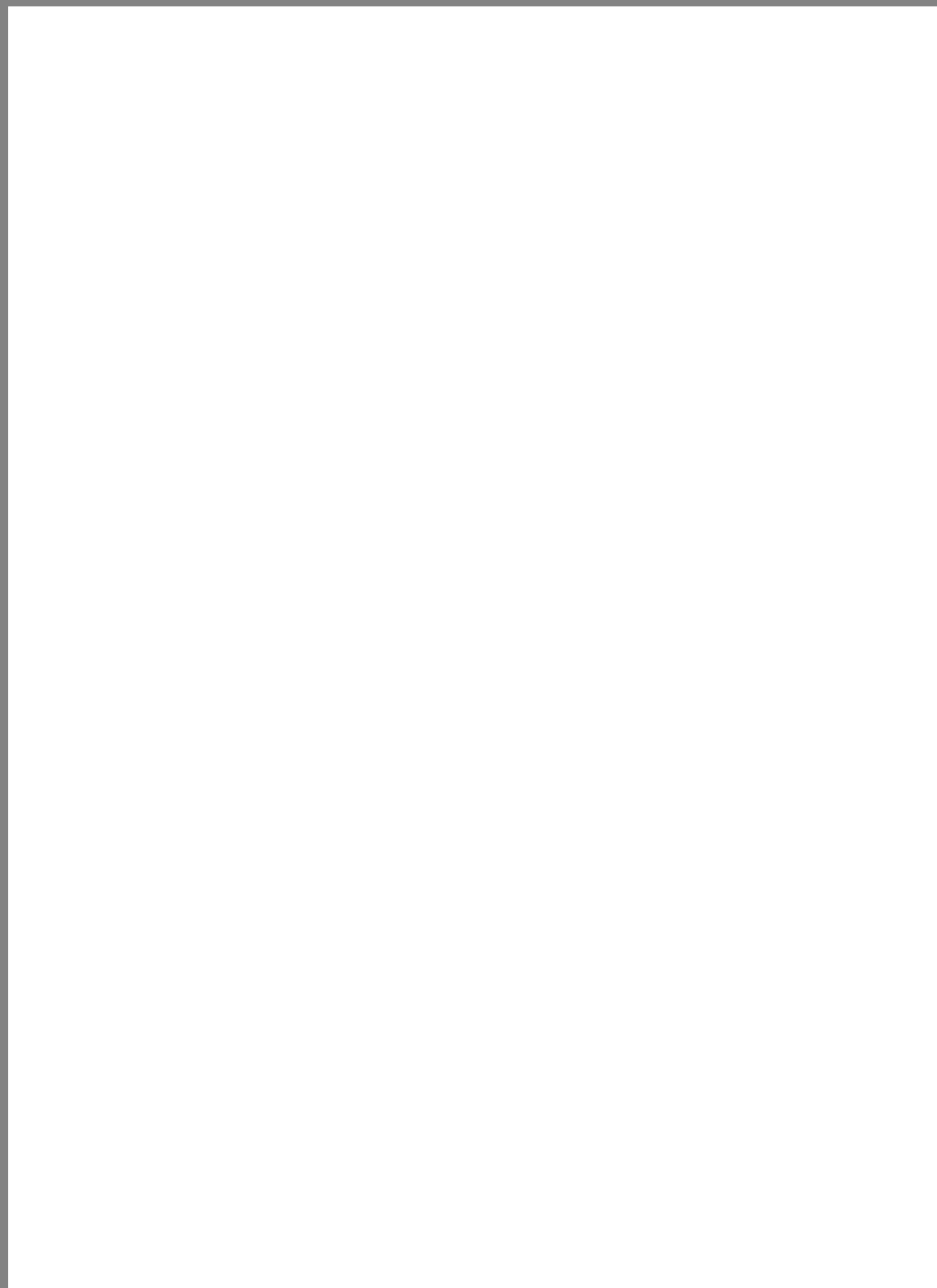
Bella Fink, Liaison

Neil Holmes, CEP Instructor

- I. General Discussion of Flanigan University Grading Scale
- II. Flanigan University Final Exam Components
- III. Bringing in Current Practices/Theories
 - a. Journal Resources Available in the Field – either through subscription or through the Flanigan Library databases open to all CEP instructors
 - b. Debrief of Illinois Psychological Association Conference
 - c. Discussion of recent article shared in advance from American Behavioral Scientist

An agenda prepared for a one on one meeting between a liaison and the sole concurrent enrollment instructor of this course. The application included the copies of the grading scale and exam component documents provided to the instructor. The coversheet noted that the instructor and liaison attended the professional association conference together – it is an annual one-day event to which Flanigan pays Neil's registration fee. This conference is regularly attended by the university's faculty, but high school instructors rarely get the opportunity to attend such discipline-specific professional meetings.

insert TAB



Fessler

2017-2018 FCP INSTRUCTOR HANDBOOK

FCP Instructor Expectations

1. Convene the FCP course in accordance with the current content expectations, objectives, pedagogical approaches, student performance standards, and assessment strategies as established by the faculty liaison.
2. Use the departmental-approved template to create and upload to Canvas an up-to-date Fessler syllabus each time an FCP course is offered. Non-template syllabi are acceptable only if they contain at least the information contained in the departmental-approved template.
3. Distribute a current faculty-approved syllabus to Fessler students in all FCP sections.
4. Use a textbook approved by the appropriate Fessler faculty liaison.
5. Monitor official student class rosters in One.Fessler.edu.
6. Provide site visitors with all materials and information (e.g., syllabus, schedule, availability, graded assignments) as requested prior to the visit.
7. Complete the Teacher Information Form (TIF) and upload the FCP syllabus via Canvas within established time frames.
8. Be aware that noncompliance with requirements to upload current syllabus and submit the TIF may result in the withdrawal of students from the college course and instructor decertification.
9. Report episodes of academic misconduct to FCP immediately upon determining such activity occurred.
10. Establish and maintain an Fessler username and passphrase for Fessler email and access to One.Fessler.edu.
11. Encourage students to complete the online End of Course Survey.
12. Submit grades in a timely fashion via One.Fessler.edu (within two weeks of course ending, no later than February 15 for first semester courses, and June 15 for second semester and full-year courses).
13. Attend annual professional development seminars.
14. Follow student disability accommodation recommendations as outlined in new instructor training.
15. Notify FCP of plans to retire, change of high school, or the high school's plan to discontinue offering the course.
16. Be aware that failure to adhere to FCP policies and expectations will result in decertification to offer FESSLER courses.

Fessler

Relevant FCP Policies

- In some cases FCP courses may be simultaneously taught with AP courses but in no case can an FCP course be taught simultaneously for Fessler and another dual credit provider.
- Students must be enrolled for college credit at the time the course is taken; there is no retroactive enrollment or awarding of college credit.
- Tuition payment status does not affect student enrollment, i.e., failure to pay tuition does not remove one from the class.
- High school and Fessler course grades do not have to be the same grade. College expectations of student performance are not the same as high school expectations, so it is possible that a student's college grade is lower than the high school grade.
- College grades are protected under the Family Educational Rights and Privacy Act (FERPA) and the fact that FCP students are still in high school or under 18 years of age has no impact on grade protection.
- In case of an FCP instructor's extended absence from the classroom (more than five days) the principal will notify the FCP office to make arrangements for an FCP-approved suitable replacement.
- Instructors who are absent from three consecutive annual professional development seminars must retrain the next time training is offered. Unless alternate arrangements are made, failure to retrain will result in decertification to offer FCP courses.
- The above statement should not be construed that FCP instructors need only attend an annual professional development seminar once every three years. Annual attendance is required. However, FCP recognizes that life events and school issues may prevent an instructor from attending from time to time. When such events result in an instructor missing three consecutive seminars, summer retraining will be necessary in order to continue to offer Fessler courses. Ongoing collegial discussions about curriculum, pedagogy, assessment, and course philosophy ensure FCP instructors are able to deliver quality Fessler courses to their students. Such seminars are a key distinguishing characteristic of quality concurrent enrollment programs.

Agenda/Schedule of Events

9:00-9:15: Arrival, coffee and danish provided, Decker Building 201

9:15-10:30: Welcome & Overview of [REDACTED] Administrative Orientation

10:30-12:00: Discipline-Specific/Curriculum Orientation, Department Chairs & FF Instructors:

AKT, Applied Technology, Room 217, Hall Groat, Chair

BIO: Natural Science Center, Room 311, Tracy Curtis, Associate Prof. for Rick Firenze, Chair

BIT: Business Building, Room 135, Denise Wells, FF BIT Coordinator for Mark Ryan, Chair

CHEM: Natural Science Center, Room 207G, Dr. Harold Trimm, Chair

CLT: Decker Health Sciences Center, Room 217E, Rachael Hagerman, Chair

COM: Titchener Hall, Room 103, Tim Skinner, Coordinator and Jason Dettrani, Chair

EGR: Applied Technology, Room 106, Robert Lofthouse, Chair

ENG: Titchener Hall, Room 210, Mary Seel, FF ENG Coordinator for Chris Origer, Chair

Foreign Languages: Titchener Hall, Room 210H, Dr. Tuong Nguyen, Chair

HIT: Decker Health Sciences Center, Room 217D, Holly Jones, Chair

HPSS: Titchener Hall, Room 203, Dr. Fred Loveland, Chair & Carla Michalak, FF HPSS Coord.

MAT: Applied Technology, Room 020, Tom Reid, FF MAT Coordinator for Timmy Bremer, Chair

PED: Student Center, Room 104, Sandra Alter-Ballard, Chair

PHS: Natural Science Center, Room 207F, Kennie Leet, Chair

*12:00-1:00: MyCollege and Registration 101, Decker Building 224

Optional session for ALL [REDACTED] Instructors/High School Personnel

Welcome All!

- 100 Returning XXXXXXXXXX Instructors
- 32 NEW Fast Forward Instructors
- 22 High Schools
- Fall: 156 Sections, Spring: 110 sections

Liberal Arts

- Art
- Music
- Communications and Media Arts
- English
- Social Sciences
- Foreign Languages
- Learning Assistance/College Success
- Physical Education

STEM

- Biology
- Chemistry
- Mathematics
- Physical Sciences/Environmental Science
- Physics & Engineering
- Engineering Technologies
- Health Sciences
 - Health Information Technology
 - Medical Assisting
- Business & Public Services
 - Business
- Business Information Technology

- [REDACTED] is CONCURRENT ENROLLMENT
 - High school teacher teaching high school students anywhere
- [REDACTED] operates on a lease agreement
 - Tuition per student is billed to high school
 - In turn, high school bills [REDACTED] for space, instructional services, and student support
 - \$0 ...WASH!
- NACEP Accredited since [REDACTED] Re-accredited in [REDACTED]
- Chair of Outreach ([REDACTED]) & Staff Associate ([REDACTED]) serve as liaisons between college and high school
 - all administrative processes (registration, attendance, final grades, etc.)
- Department Chair is the contact for all things related to course content (syllabus, text, learning objectives, etc.)

Fast Facts

Recent Surveys of [REDACTED] Alum as College Freshman and College Seniors:

- By taking Fast Forward courses:
 - 84.7% of students said they agreed or strongly agreed that they were better prepared academically for college (82.4% of college seniors)
 - 70.4% developed more realistic expectations about college (59.4% of college seniors)
 - 75.5% were more confident in their ability to succeed in college (67.6% of college seniors)
- Successful Transfer?
 - 80.9% Yes (91% of college seniors)
 - 7.4% No
 - 11.7% No Response
- If yes, the credits (check all that apply)
 - 26.3% Enabled me to enroll in a more advanced course
 - 78.9% Exempted me from a required course
 - 77.6% Counted as credit toward my college degree completion
 - 3.9% Other

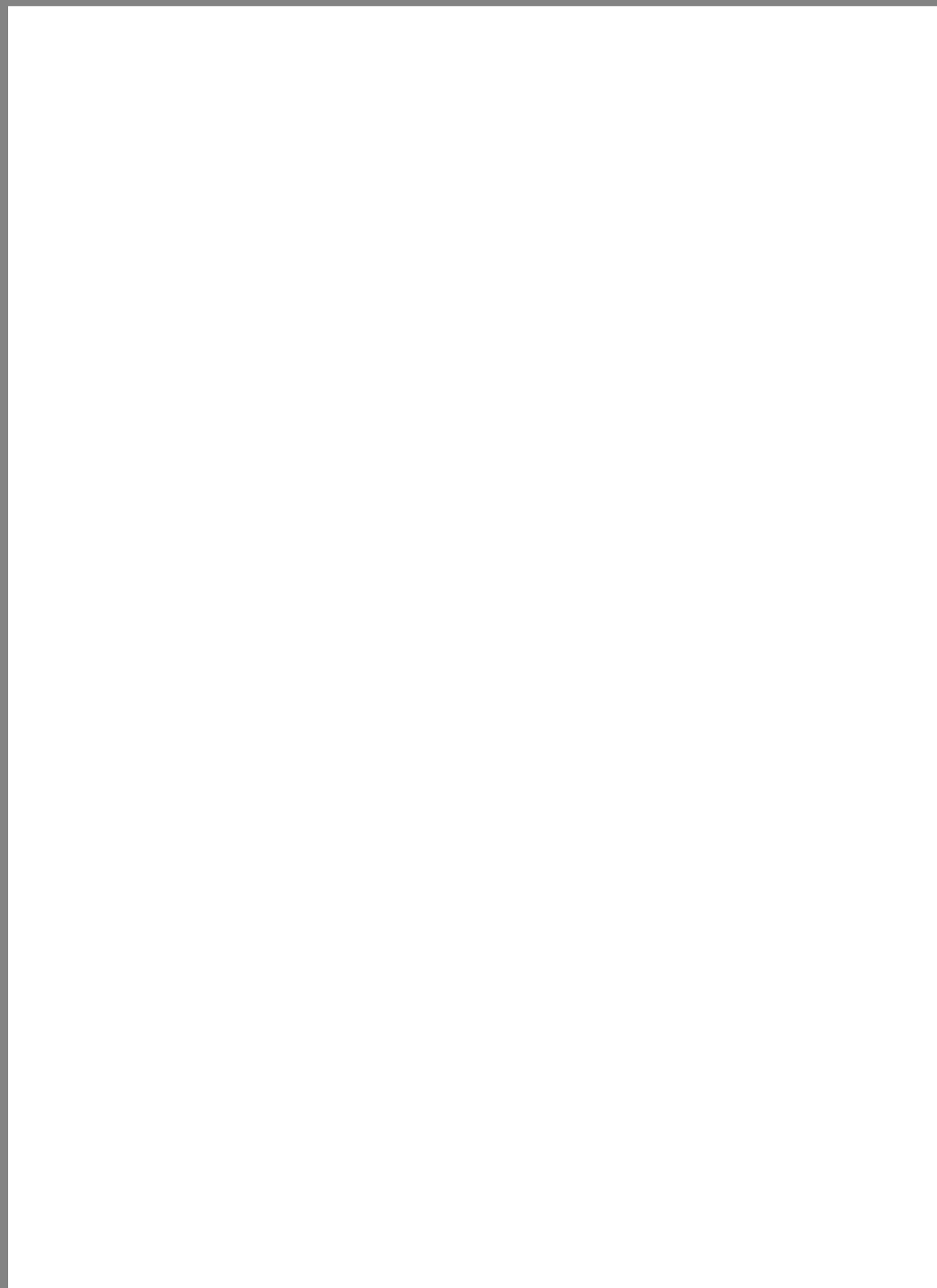
Some Extra “Perks” Of Being a [redacted] Instructor

- Professional Development
 - Collaborate with college faculty and high school instructors in your discipline
 - Earn certificates of completion to be used towards required PD hours/potential compensation from the high school
- [redacted] Instructors can obtain a [redacted] ID Card!
 - Access to campus
 - Access to all [redacted] libraries
 - Exam copies of textbooks
 - Help students succeed in college!
 - Student Visits to campus!

Questions?



insert TAB



Jordan Community College

June 8, 2015

Dear NACEP Accreditation Commission:

All high school students participating in the concurrent enrollment program at Jordan Community College, follow the same methodology for registration as our traditional college students. Jordan concurrent enrollment students are registered as non-matriculated status and are entered into our college student information system. Students are required to complete a registration form including all information required for a valid course registration.

Concurrent enrollment students are held to the same standards as traditional college students in compliance with term-specific dates and deadlines for registration, drop/add and withdrawals. These dates are established following the same rules as all other Jordan coursework, but are adjusted for the differing start dates of concurrent enrollment courses. Requests for accommodations outside established deadlines or college policy must be submitted through a petition to the Academic Vice President for consideration.

All college coursework regardless of the method of delivery is recorded as official academic record and transcribed as such. Students can request copies of their transcripts to transfer Jordan courses to other regionally accredited postsecondary institutions. Academic records are permanently archived in compliance with State Archives statutes.

Sincerely,



Elliott Donald
Interim College Registrar
elliottd@jordan.edu

Concurrent Enrollment Withdrawal & Refund Calendar 2016-2017 School Year

Term Length	100% refund; last day to drop courses online ¹	75% refund	50% refund	25% refund	0% Refund Begins	Last day to drop WITHOUT ² evaluation ²	Last day to drop WITH ² evaluation ²
Fall (Start of Sem. 1 – Winter Break)	Through 9/25/16	9/28/16 – 10/2/16	10/5/16 – 10/9/16	10/12/16 – 10/16/16	10/19/16	10/23/16	12/11/16 ³
Yearlong (Start of Sem. 1 – End of Sem. 2)	Through 9/25/16	9/28/16 – 10/2/16	10/5/16 – 10/9/16	10/12/16 – 10/16/16	10/19/16	1/29/17	5/6/17 ³
Spring (Start of Sem. 2 – End of Sem. 2)	Through 2/12/17	2/15/17 – 2/19/17	2/22/17 – 2/26/17	2/29/17 – 3/4/17	3/7/17	3/18/17	5/6/17 ³

¹Students can drop courses online through 9/25 or 2/12. After that, schedule changes require paperwork from the Concurrent Enrollment Office, and students will owe some or all of the tuition for the dropped course.

²**WITHOUT** evaluation means a student will receive a 'W' (Withdrawal) on their transcript. **WITH** evaluation means a student will receive 'W' if passing the course at the time of withdrawal. If failing, the student may receive an 'F' at the discretion of the Instructor.

³If final exams occur at another time, last day to drop with evaluation is the Friday before the week of finals.

Note that this college has adopted a drop/withdrawal calendar consistent with on-campus policies, including that of instructor discretion in whether to issue a W or an F for very late withdrawals. The calendar for a year-long class is proportional to those of semester-long classes.



STUDENT ID:

S1 Example 3

DATE: Jul 05, 2017

SSN:

DOB:

PAGE: 1 of 1

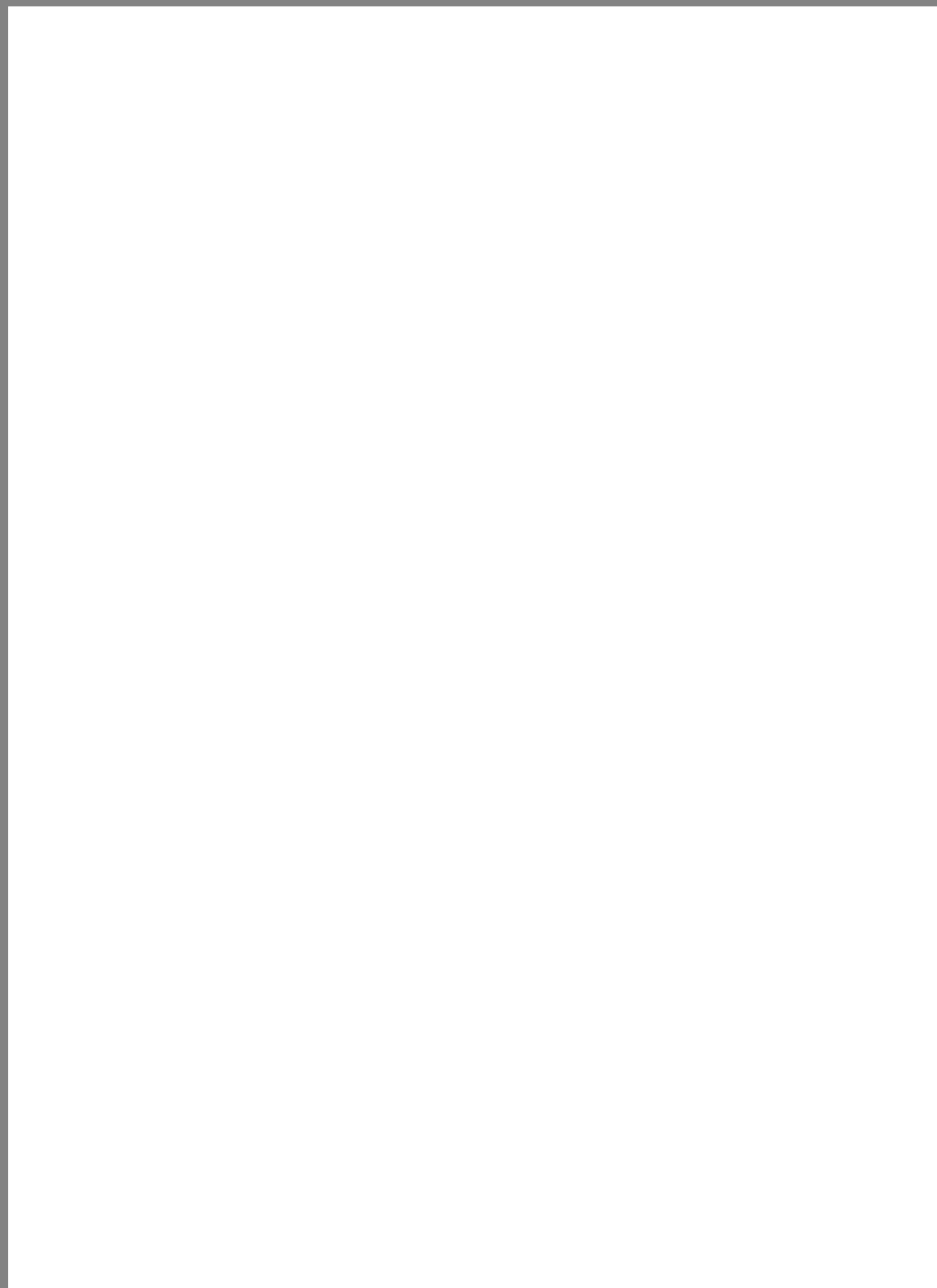
In compliance with the Family Educational Rights and Privacy Act of 1974, transcript

without the prior written consent of the student.

Registrar

This officially sealed and signed transcript is printed on secured paper, a raised seal is not required. Photocopying should cause the words COPY COPY COPY to appear. The laser produced signature is in white ink. Reject this document if the signature of the registrar is distorted.

insert TAB



STUDENT ELIGIBILITY & COURSE PREREQUISITES

Courses offered through UST Concurrent Enrollment are official UST courses and therefore demand considerable work outside of the classroom. Successful students have discipline and are willing to dedicate more time than the typical high school course demands. They should have a B+ average in courses in the subject area or have permission of their instructor.

Students must be enrolled in a UST-approved course at their high school in order to be eligible to register for UST credit. All students are able to earn high school credit for these courses.

In compliance with Our State legislative rules for concurrent enrollment programs, the opportunity to register for UST credit is open to high school sophomores, juniors, and seniors. Students in their freshman year are not eligible to earn college credit for these courses.

In addition, half of the UST courses offered through UST Concurrent Enrollment have prerequisites that the student must meet in order to register for UST credit. These can be met by successfully completing an equivalent high school course. This table lists all courses with prerequisites.

Course	UST Concurrent Enrollment Prerequisite
CSE 143	Completion of high school-level Programming (or UST CSE 142)
FRENCH 103	Completion of two years of high school-level French
GERMAN 103	Completion of two years of high school-level German
GERMAN 201	Completion of three years of high school-level German (or UST GERMAN 103)
JAPAN 113	Completion of two years of high school-level Japanese
JAPAN 211	Completion of three years of high school-level Japanese (or UST JAPAN 113)
KOREAN 102	Completion of one year of high school-level Korean (or UST KOREAN 101)
KOREAN 103	Completion of two years of high school-level Korean (or UST KOREAN 102)
LATIN 103	Completion of two years of high school-level Latin
MATH 120	Completion of high school-level Advanced Algebra
MATH 124	Completion of high school-level Precalculus (or 2.5 or higher in UST MATH 120)
MATH 125	Completion of high school-level Calculus I/A (or 2.0 or higher in UST MATH 124)
SPAN 103	Completion of two years of high school-level Spanish
SPAN 201	Completion of three years of high school-level Spanish (or UST SPAN 103)
SPAN 202	Three years of high school-level Spanish (or UST SPAN 201)

Community College
Course Registration, High School

Spring 2018
Due
February 10, 2018

Name _____ B#/ SS# _____
Last First MI

Permanent Address _____ County of Residence _____
Street City State Zip

Mailing Address (if different than above) _____

Date of Birth ____/____/____ Home Phone (____) ____ - ____ Cell Phone (____) ____ - ____

Gender: M F Email Address _____ High School Graduation Date (Mo/Yr) _____

Please place an X or an AU* in the box next to the course(s) for which you have permission to register:

X / AU*	Course	CRN	Course Title	Teacher
	ART 106 CV1	53930	Intro to 3-D Design	
	BUS 111 CV1	54300	Financial Accounting	
	CHM 124 CV1	54296	Environmental Science II	
	FRE 202 CV1	52465	Intermediate French II	
	HIS 131 CV1	54297	US History II	
	MAT 182 CV1	53864	Calculus II	
	SPA 202 CV1	52466	Intermediate Spanish II	

Student

In affixing my signature below, I am acknowledging that I am enrolling in courses that I have permission to be in and am eligible for. I understand that these Fast Forward courses will generate a college transcript from SUNY Broome Community College. I have read the Fast Forward Student Guide folder, understand the course withdrawal process, and have completed every required field above. I understand that as a Broome student, I am responsible for meeting Broome student expectations.

(Student Signature)

(date)

High School Official (Instructor, Guidance Counselor, or Principal)

This student has met the prerequisites for the course(s) that he/she has chosen, and the registration and Certificate of Residency are complete.

(High School Official Signature)

(date)

**List "AU" ONLY if you do NOT wish to receive college credit for the above course(s). You must still fill out this form and register for the course(s), but will be graded an "Audit", and will not receive any transferable credit. An "X" signifies that you wish to take this course graded A-F, for transferable college credit.*

Please turn to back →

The U.S Department of Health, Education, and Welfare requires institutions of higher education to report the ethnic make-up of their student enrollments. By checking the appropriate boxes below, you will help SUNY Broome improve not only our required reporting, but available services for our students.

1. US Citizenship/Immigration Status (please check only one):

- ☐ US Citizen (*skip to question 3 below*)
- ☐ US National but not US Citizen (*American Samoa or Swain's Island*)
- ☐ Citizen of one of the "Freely Associate States" (*Federated States of Micronesia, Republic of Marshall Islands, Republic of Palau*)
- ☐ Permanent Resident (*I-51 or I-551 or I-94 stamped "processed for I-551"*)
- ☐ Non-Resident Alien: please fill in your Alien Registration number # _____
- ☐ I am on a Non-Immigration Visa: please list your visa type (F-1, J-1, etc.) Visa Type _____
- ☐ None of the above (Illegal Alien)

2. If you are not a citizen of the United States, of what nation are you a citizen? _____

3. Ethnicity/Hispanic origin (please check only one):

- ☐ Non-Hispanic
- ☐ Hispanic (*Central American background*)
- ☐ Hispanic (*Dominican Republic background*)
- ☐ Hispanic (*Mexican background*)
- ☐ Hispanic (*Puerto Rican background*)
- ☐ Hispanic (*South American background*)
- ☐ Other Hispanic/Latino
- ☐ I choose not to reply

4. Racial Background (please check ALL that apply):

- ☐ White
- ☐ Black or African American
- ☐ Asian
- ☐ American Indian or Alaskan Native
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ I choose not to reply

5. Your previous history as a college student:

- ☐ 1st time student (*never attended anywhere*)
- ☐ New to SUNY Broome (*previously attended college*)
- ☐ Previously attended SUNY Broome (*Fast Forward/Early College*)

6. Have you ever been convicted of a felony?

- ☐ No
- ☐ Yes

_____ does not discriminate on the basis of race, sex, color, religion, age, national origin, disability, marital status, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era in the recruitment or education of students; the recruitment and employment of faculty and staff; or the operation of any of its programs and activities. Where relevant, state and federal laws apply.

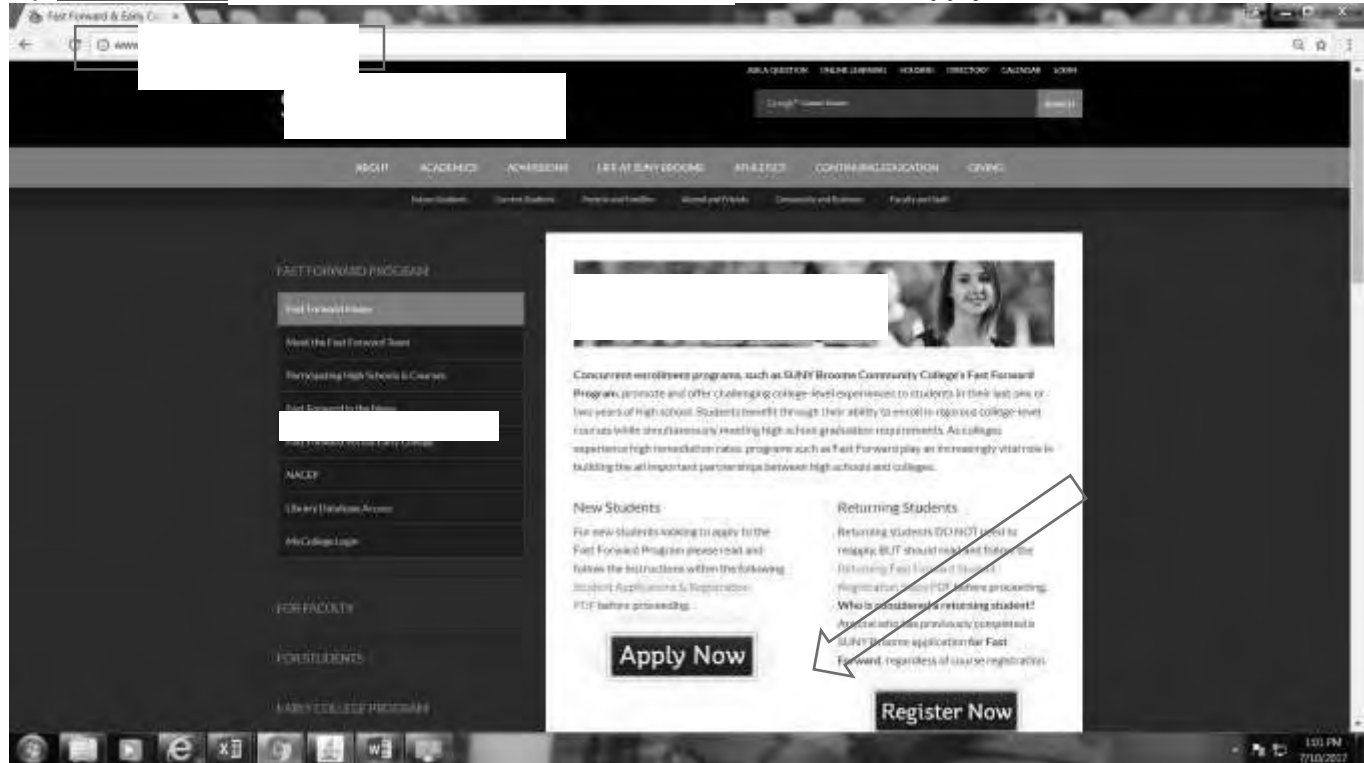
For _____ USE ONLY:

Processed By _____
Date _____

Student Standard 2 – Student Application done ONLINE

1.) <http://www.suny.edu>

and click on “Apply Now.”



2.) Create a unique Login ID and PIN. Write PIN down – you will need to remember this. You will NOT need to write down/remember the Login ID (this is temporary and will not be used again throughout the process).

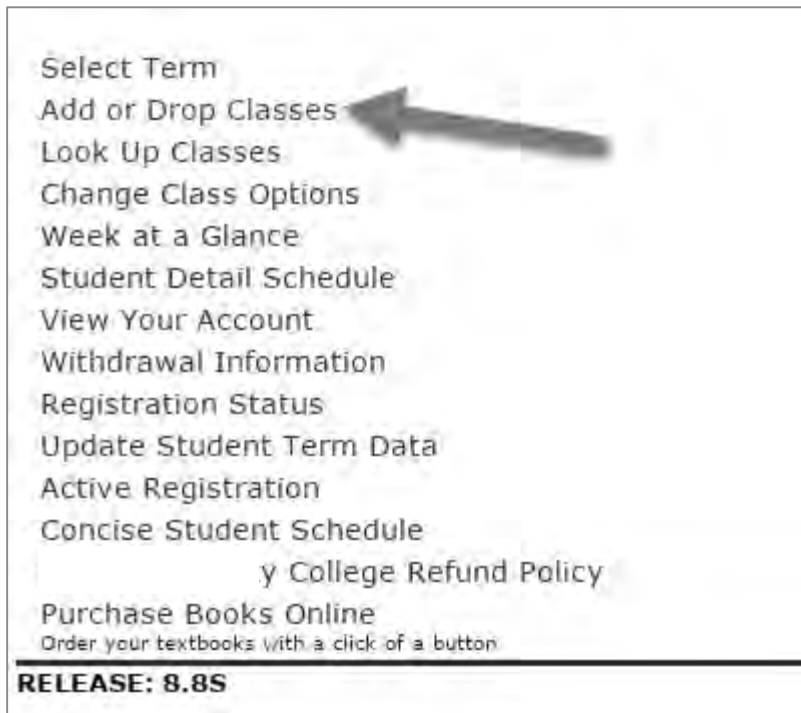
Your PIN can be up to 15 alphanumeric characters.

Create a Login ID:	<input type="text"/>
Create a PIN:	<input type="text"/>
Verify PIN:	<input type="text"/>

Create unique ID and PIN. Write PIN down.

Once students are admitted, they register in the Student Portal:

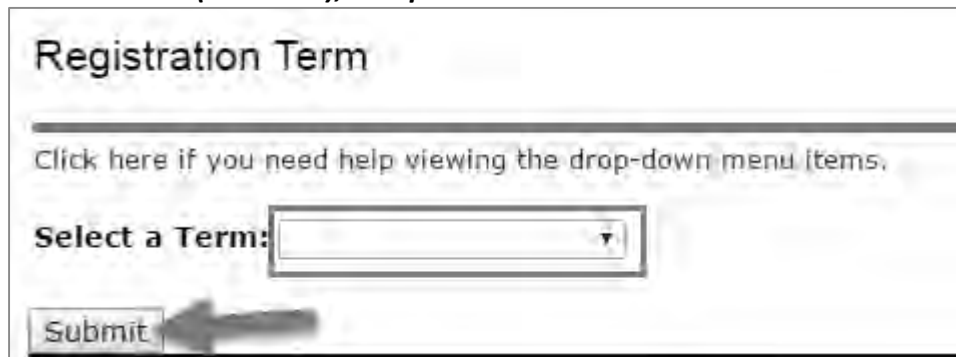
3.) Click on Add or Drop Classes link.



Select Term
Add or Drop Classes
Look Up Classes
Change Class Options
Week at a Glance
Student Detail Schedule
View Your Account
Withdrawal Information
Registration Status
Update Student Term Data
Active Registration
Concise Student Schedule
y College Refund Policy
Purchase Books Online
Order your textbooks with a click of a button

RELEASE: 8.8S

4.) **Select current term (semester), and press Submit.**



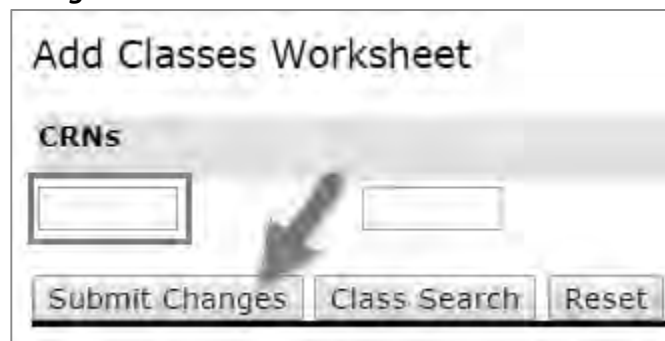
Registration Term

Click here if you need help viewing the drop-down menu items.

Select a Term:

Submit

5.) **Type in all CRN(s) (Course Reference Number) that you have permission to register for. Click on Submit Changes.**

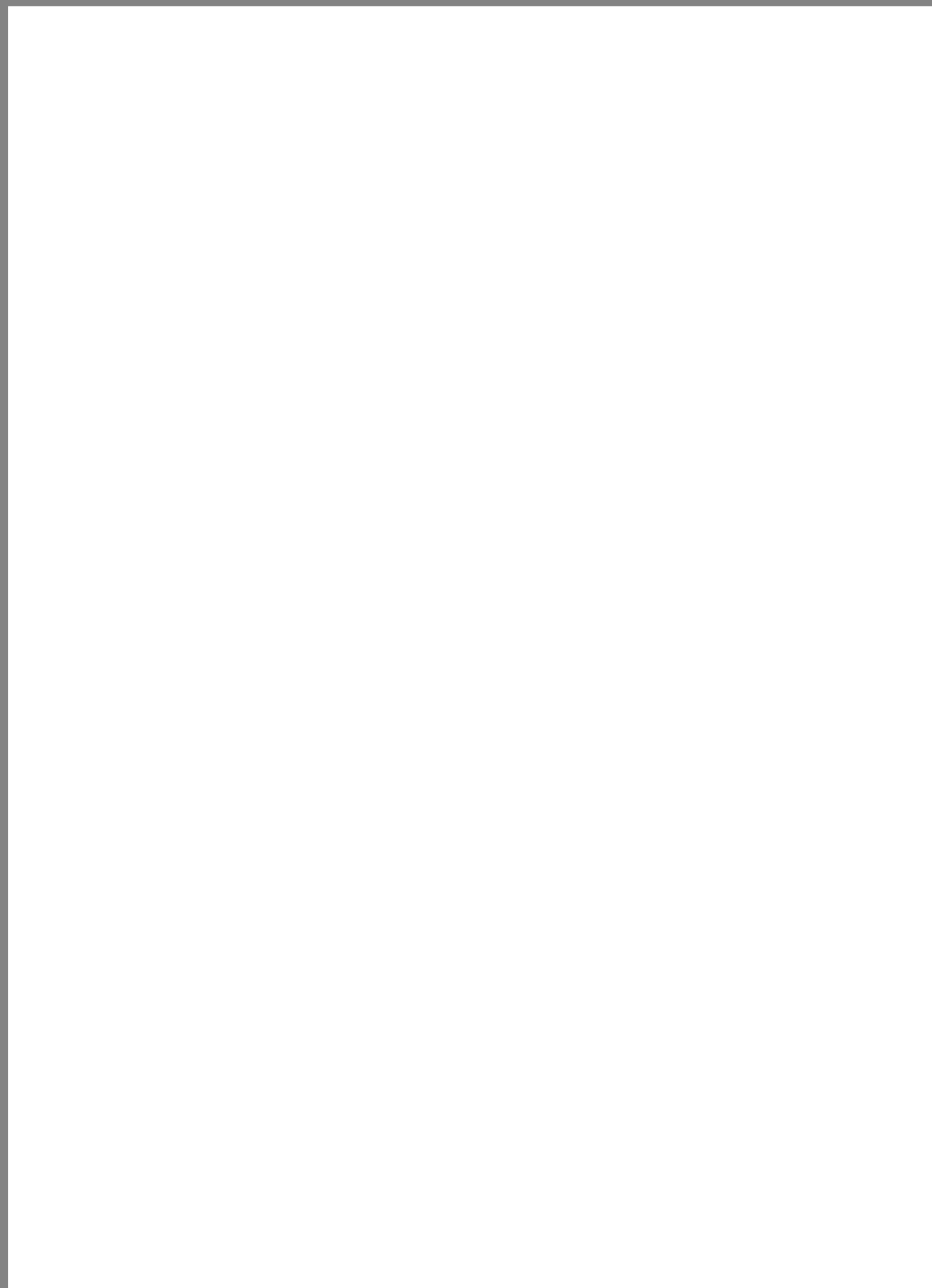


Add Classes Worksheet

CRNs

Submit Changes Class Search Reset

insert TAB



Student Guide

A Handbook for High School Students Enrolled in UEL's Concurrent Enrollment Program (CEP)

Welcome to the University of East Luna (UEL) Concurrent Enrollment Program (CEP), a dual credit opportunity for high school junior and senior students to enroll in UEL courses. Through CEP, you will earn valuable college coursework experiences that will help build a strong base for your future college career.

We encourage you to visit the CEP website if you have any questions or concerns, or contact us via phone, email or Facebook.

Sincerely,

The CEP Staff

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Students with Disabilities ADA Policy	Registration Information and Procedures
Responsibilities and Benefits of Being a CEP Student	Financial Aid and Scholarship Impact
Costs & Payment Policy	Grades
Transferability and FAQs	Early Graduation Policy
Withdrawals and Refunds	Available CEP Courses
Undergraduate Admission to UEL	Information About Core 39 (UEL's General Education Requirement for UEL Bound Students)
Procedures for CEP Foreign Language Courses	Troubleshooting

What is the Concurrent Enrollment Program?

The University of East Luna's Concurrent Enrollment Program offers college credit for UEL courses taught in the high school by an approved instructor. Students can receive both UEL and high school credit for enrollment in the designated high school course.

Approved high school instructors are UEL adjunct faculty members and attend discipline-specific training with UEL faculty. CEP courses are real UEL courses and require effort and greater academic commitment. Enrolling in a CEP course starts an official, permanent UEL transcript.

Prior to registering for a CEP course, consult with your CEP instructor, counselor, and parent(s) to determine if CEP is right for you. It is your responsibility, before enrolling, to determine transferability and overall utility of the UEL course at other institutions you may attend (see [Transferability](#)). Also, be sure to read over [dual credit helpful hints for parents and students](#) before registering for CEP.

Student Qualifications & Prerequisites

Students enrolling in CEP should have a cumulative high school GPA of 2.5 (based on a 4.0 scale). Also, students previously in CEP must have attained a UEL grade of C or better to enroll in further coursework in the same subject area (i.e. English 101 and English 105). Students who have a past-due balance from a previous semester will not be allowed to enroll in CEP until the balance has been paid, nor can a transcript be released.

- A student with a GPA below 2.5 or who fails to meet additional required criteria for particular courses, as outlined below, will receive a denial letter at the home address.
- The CEP office will contact the instructor and counselor so the student can be informed immediately that participation in the requested CEP course has been denied.

Biology 133: Completion of English 100 or placement in English 101; completion of Math 100 or placement into Math 111 via the Internet-based Accuplacer placement test. Students who have not taken the Accuplacer or Math 111/112 will need to visit UEL Academic Skills to take the test prior to enrollment (555-555-5555).

Chemistry 261: MATH 111, MATH 114, MATH 115 or MATH 118 (may be taken concurrently); or placement into MATH 230 or exempt from Math placement testing; or CHEM 175; or consent of instructor.

English 101: Enrollment in English 101 may be pursued by students who meet two of the following three criteria:

- Rank at or above the 51st percentile in the high school class (To figure the rank required to enroll, multiply the number of students in the class by .51. For example, for a student in a class of 175, the required rank is 89 or higher).
- SAT Critical Reading score of 450 or greater; PSAT Critical Reading (juniors) of 45 or greater. (ACT Reading score of 19 or greater)
- SAT Writing score of 450 or greater; PSAT Writing (juniors) of 45 or greater. (ACT English or Combined English/Writing score of 19 or greater)

If none or only one of the above criteria are met, a student may attempt to place into English 101 through a timed writing prompt. Prompt deadlines are early each semester; ask your instructor for details. Each prompt is evaluated by two to three UEL faculty to ensure consistency and fairness, just as writing prompts on campus are evaluated. Students who pass the prompt may enroll in ENG 101.

Foreign language (French, German, Latin, and Spanish): Students with an **A or B average in the first three years** of foreign language may enroll for dual credit in UEL's 203 at the start of the fall term of their fourth year. If cumulative GPA in the language is below 3.0, students may attempt to place into the course by taking an online placement exam, and if test scores show readiness for the 203 level, students may enroll. **Enrollment in 204 must occur in the spring and be preceded by completion of 203 with a C or better. Late enrollments in 203 will not be permitted.**

If both 203 and 204 are completed, six credit hours are earned. Students who complete 203 with a B or better and attend UEL will also receive six additional hours of departmental credit on their transcripts for showing mastery in the content. Departmental credits will not transfer.

Geology 161: C or better in MATH 100; or placement in MATH 111.

Math 111 & 112: Prior to the CEP application deadline, students who wish to enroll for credit in UEL's Math 111 or Math 112 must take the Internet-based Accuplacer placement test. A UEL representative proctors the Accuplacer test in the school. Students must place into at least Math 111 to enroll in either 111 or 112 and may take the Accuplacer only one time prior to CEP enrollment. **Students who are not present for the in-school testing session and wish to enroll for UEL credit must make arrangements to take the test with the UEL math liaison within two business days of the original test date; make-up placement exams are administered at UEL's campus only.**

Social Work 224: ENG 101 (may be taken concurrently)

Students with Disabilities (ADA Policy)

Students with disabilities who meet the eligibility standards described above are invited and encouraged to enroll in CEP. Each high school retains the responsibility for providing and coordinating any accommodations or services as described in the student's current IEP, 504 Plan, or similar educational

plan. However, the disability-rights laws that apply to colleges and universities are significantly different from the special education laws that apply to high schools, and all of the accommodation that students currently receive may not necessarily be appropriate or legally required for a college-level class. To avoid any potential barriers to a student's ability to earn full college credit for participation in CEP, the student is encouraged to contact the high school's special education service provider, case conference committee, or similar entity about making any necessary modifications to a current educational plan before enrolling in CEP. To learn more about the differences between high school and college, take a moment to review the U.S. Department of Education's publication "Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities at:

<http://www2.ed.gov/about/offices/list/ocr/transition.html>

Student Costs & Payment Policy

All CEP courses are \$80 per credit hour, which is a fraction of UEL's undergraduate hourly tuition.

Each UEL course is designated a specific numbers of credit hours which determines the amount paid for each class. For example, enrollment in English 101, a three credit-hour course on the Priority List, costs \$80 x 3 or \$240. Enrollment in Chemistry 107, a four credit-hour course NOT on the Priority List, costs \$80 x 4 or \$320.

A complete listing of UEL CEP courses with total cost and course descriptions is available [online](#).

UEL is not responsible for purchasing required textbooks and materials.

Tuition Waiver for Students Eligible for Free and Reduced Lunch

Academically qualified students who are also eligible for free or reduced lunch may enroll in CEP at no cost. When completing the online student application, status must be indicated; CEP will verify with the local school district. Once verified, CEP tuition will be waived. If eligibility is not verified by the school district, students will be billed the normal per credit hour fee.

University of East Luna Payment Policy for CEP Students

Once the CEP Student Permission Form is signed by a parent or guardian and approved by the Concurrent Enrollment Program office, the student and financially responsible guardian are responsible for the tuition associated with the course(s) chosen.

Payment Policy

The bill for CEP tuition will be mailed to your home about four weeks after the application deadline. You may elect to pay the bill in one payment or in two installments. The bill must be paid in full by the dates listed below, or the payment will be considered delinquent. Students who have an outstanding fee balance cannot request official transcripts or enroll in additional CEP or UEL courses until the balance is paid. Eventually, unpaid accounts are sent to a collection agency.

Acceptable Methods of Payment

CEP tuition may be paid in one of the following four ways, but note that payments may not be made over the phone:

1. Detach the bottom portion of the paper statement and return it to the UEL Bursar's Office with a personal or cashier's check or money order, made payable to the University of East Luna. In-person cash payments are accepted at the Bursar's Office, located on campus in the lower level of the Orr Center. (Visit www.UEL.edu/visit/map/ for a map of campus.)
2. Students may log into MyUEL Self-Service, then click on Student, Student Account, View Bills-Pay Online. Online payments with a credit card will be assessed a 2.7% convenience fee. Payments will be accepted UELng Visa, MasterCard, Discover, or American Express.

3. Students may log into MyUEL Self-Service, then click on Student, Student Account, View Bills-Pay Online. Paying online with an electronic check will not result in a 2.7% convenience fee but requires entering your bank account and routing numbers.
4. Visit www.UEL.edu/busoff/ar_files/payments.asp and click Parent/Guest. The user must have your nine-digit UEL ID number and date of birth, as well as know the amount owed.

Billing Schedule

Fall 2014

October 9, 2014 – Bills for fall semester CEP tuition will be mailed.

November 3, 2014 – Total payment or one-half of the total fall tuition is due.

December 5, 2014 – Second bill for fall semester CEP tuition will be mailed.

January 5, 2015 – Final payment of fall tuition is due.

Spring 2015

February 19, 2015 – Bills for spring semester CEP tuition will be mailed.

March 12, 2015 – Total payment or one-half of the total spring tuition is due.

April 3, 2015 – Second bill for spring semester CEP tuition will be mailed.

May 1, 2015 – Final payment of spring tuition is due.

Registration Information and Procedures

Students should commit to a year-long CEP course during fall registration. High school courses that meet only in the spring will have a spring registration.

Registration Procedures for Fall 2014 Year-long Courses

1. Your instructor will distribute enrollment information prior to the **online application deadline of Friday, August 22, 2014**. Complete the online application by the deadline after ensuring you meet the course prerequisites and ensuring the usefulness of the course at your prospective school and degree program.
2. Request your high school transcript be sent to UEL, either through Parchment or the counseling office.
3. A parent/guardian must sign the Student Permission Form (SPF), as well as the CEP instructor for each requested course. The form must be turned in at the high school **by Friday, August 29**. Up to 4 courses can be listed on each SPF. Students must repeat the process each semester if enrolling in a new course. The discipline and course number are available on the back side of the student enrollment brochure.
4. Upon successful admission to a CEP course (about 4 weeks after August 29), students will receive a welcome/acceptance letter distributed by a CEP instructor at school. This letter will contain login information for UEL's student portal, MyUEL. **Be sure to save this letter in a secure spot for future use. Do not lose your MyUEL log-in information! You will need to use MyUEL for the following:**
 - To pay your CEP bill
 - To access your free UEL student email account (which can be forwarded)
 - To view your grade at the end of the term
 - To request your UEL transcript to begin the process of transferring credits should you go to a college other than UEL

5. The bill for CEP tuition will be mailed direCCTry to students' homes approximately four weeks after the application deadline (exact dates available under Costs and Payment Policy on the [Billing, Withdrawal and Refund Calendar](#)). Bills may be paid online, through MyUEL, or by sending a check or money order to the Bursar's Office. All parking, activity, lab and late fees are waived for CEP participants. If you are having trouble meeting the payment deadlines, contact the UEL Bursar's Office (555-555-5555) to make special payment arrangements. Not paying CEP tuition does not remove the student from the CEP course nor the financial obligation made when registering.

Responsibilities and Benefits of Being a CEP Student

Student Conduct

While students are enrolled in UEL's Concurrent Enrollment Program, they are expected to abide by the academic rules of behavior befitting a university student. Request that CEP students read the policies regarding student behavior (pp.3-8) and academic dishonesty (pp.9-10), available in the booklet, *Student Rights and Responsibilities: A Code of Student Behavior*. Of particular note are the definitions for cheating, fabrication, plagiarism, and interference with another student's work and the penalties related to these activities. This booklet is available to view or download at the following web site: www.UEL.edu/deanofstudents/code.

Benefits

CEP students have access to the UEL online student portal called [MyUEL](#). Students are able to request transcripts, view grades as well as print an unofficial transcript for freshman orientation and class registration. CEP students also receive a UEL email account they will need to check for important reminders and notifications from the CEP office. Students can forward this email address to one they check more frequently. MyUEL login information as well as email forwarding directions are included in each CEP student's Welcome Letter.

CEP students have the privilege of checking out materials from the Library on UEL's campus. The student can obtain a CEP library card at the library front desk by showing a state-issued photo ID (driver's license or ID card). The library card may be used to check out materials during the semester(s) in which the student is enrolled in the CEP course. CEP students can accrue library fines if books are overdue; library fines will prevent students from registration in further CEP or UEL courses and also will prevent access to transcripts. Because CEP students do not pay the same on-campus activity fees, they are not able to use the Recreation and Fitness Center.

Students also have access to success series workshops from UEL's Academic Skills' Office as well as tutoring in the course they are taking through CEP (if tutoring is available for that course). CEP students must come to Academic Skills at the time the tutoring is offered (only certain times). Call 555-555-5555 for details as well as view the tutoring schedule on Academic Skills' website (<http://www.UEL.edu/university-division/academic-skills/tutoring>).

Financial Aid and Scholarship Impact

College credit hours accrued through CEP, or other accelerated learning options, like AP or IB, may impact your future financial aid, scholarships, grants, loans, and/or work study eligibility. If you plan to attend UEL as a degree-seeking student in the future and have questions, contact UEL Student Financial Assistance at 555-555-5555.

Costs & Payment Policy

Payment Policy

The bill for CEP tuition will be mailed to your home about four weeks after the application deadline. You may elect to pay the bill in one payment or in two installments. The bill must be paid in full by the dates listed below, or the payment will be considered delinquent. Students who have an outstanding fee balance cannot request official transcripts or enroll in additional CEP or UEL courses until the balance is paid. Eventually, unpaid accounts are sent to a collection agency.

Acceptable Methods of Payment

CEP tuition may be paid in one of the following four ways, but note that payments may not be made over the phone:

1. Detach the bottom portion of the paper statement and return it to the UEL Bursar's Office with a personal or cashier's check or money order, made payable to the University of East Luna. In-person cash payments are accepted at the Bursar's Office, located on campus in the lower level of the Orr Center. (Visit www.UEL.edu/visit/map/ for a map of campus.)
2. Students may log into MyUEL Self-Service, then click on Student, Student Account, View Bills-Pay Online. Online payments with a credit card will be assessed a 2.7% convenience fee. Payments will be accepted UELng Visa, MasterCard, Discover, or American Express.
3. Students may log into MyUEL Self-Service, then click on Student, Student Account, View Bills-Pay Online. Paying online with an electronic check will not result in a 2.7% convenience fee but requires entering your bank account and routing numbers.
4. Visit www.UEL.edu/busoff/ar_files/payments.asp and click Parent/Guest. The user must have your nine-digit UEL ID number and date of birth, as well as know the amount owed.

Grades

The grade earned for the UEL coursework is often the same as the grade earned for the high school course. However, some UEL courses require specific assessments, like a final exam that cannot be exempted. In courses where a student is required to complete specific assignments/assessments for the UEL grade that are not required for the high school grade, students may have a different UEL grade than their high school grade.

Letter grades indicate the quality of coursework completed: A, excellent; B+ and B, good; C+ and C, average; D+ and D, poor. The letter grade assigned for unsatisfactory course work, F, does not result in UEL credit being granted toward graduation. A letter grade of F is included in the official UEL transcript and GPA computations. UEL does not assign minuses.

The grade you earn in your CEP course will be recorded on a UEL transcript, regardless of what it is, unless timely action is taken to withdraw from the course. (See [Billing, Withdrawal and Refund Calendar](#)).

Grade Point Average - GPA

The UEL grade point average is a numerical value which is obtained by dividing the number of quality grade points earned by the number of quality hours attempted. This average, often called the index, is computed at the end of each term, both for the term and on a cumulative basis. The grade of A represents four points for each hour of credit; B+ three and one-half points; B three points; C+ two and one-half points; C two points; D+ one and one-half points; and D one point. No points are awarded for an F, although the hours attempted are included in the computations and therefore will lower the cumulative GPA.

Reviewing Grades Online

The UEL Registrar's Office has an online grade system; therefore students do not receive notification of their grades via mail. You can access grades online through MyUEL, UELng your username and eight-digit PIN, distributed in the welcome letter you will receive after enrollment.

Transferability

Frequently Asked Questions

Do other schools have to accept credits from UEL?

It is each college or university's right to accept or decline credits from other institutions. Although the likelihood is low that a UEL CEP course will not transfer, it is a possibility you should consider when deciding to register. In most cases, UEL credits transfer to other colleges for comparable courses or as elective hours. You are strongly encouraged to do your homework before signing up for a CEP course by investigating transferability issues with the colleges and/or universities you are interested in attending before signing up for a CEP course. Learning that a course does not transfer or will not fit into your course load does not merit a refund.

Reading the course description for the class should provide enough information for the college to determine transferability. When calling another university to check on transferability for the course you might say, "I'd like to get a feel for college coursework and am planning to take a three-hour history class at the University of East Luna. Before I enroll, I want to be sure the credits will transfer to your institution. I can read you a course description...." **Always document the name of the person with whom you speak and request written verification of the credit transfer, perhaps in an email, if a university employee states that the UEL credits will transfer.** If you plan to pursue certain specialized programs (such as physical therapy), or have any doubt about transferability of credits, contact the registrar's or credit transfer office of the colleges you plan to attend.

Typically, students must earn a grade of C or better in a CEP course for an institution other than UEL to accept credits. We recommend you retain the course syllabus and save major class assignments for every UEL course you wish to transfer, in case someone at your intended college or university questions the equivalency of the course.

Public Institutions in Our State

Public colleges and universities within Our State have established a College Course Transfer Registry (CCTR), as mandated by Our State Legislature. The CCTR was created to help students transfer credit amongst Our State public institutions. The CCTR, available at www.transfer.net/CCTR.aspx, assigns each course a generic name. To see course equivalencies, you will need to know the CCTR name for the UEL course you are interested in. The CCTR name for each course is available at <http://www.UEL.edu/CEP/>. After pulling up the CCTR course name, equivalent courses will display from each institution.

Recently a handful of private institutions joined the CCTR. A complete list of UEL courses offered through CEP and included in the transfer library is available here. Remember that CEP courses not included in the CCTR will likely transfer to other public and many independent institutions; check with your college of choice prior to enrolling in CEP. For more information about the CCTR and how courses transfer around the state, visit www.transfer.net/CCTR.aspx

Out-of-State and Private Institutions

Most state institutions accept other state institutions' credits; private institutions often are more selective, but many accept UEL credit, particularly the institutions who joined the CCTR. Available on the CEP web site is a [list](#) of colleges and universities which former CEP and other concurrent enrollment

students have attended, showing how the institutions have accepted credits in past years. Refunds will not be issued if UEL credits are not accepted by another institution.

How do I initiate the transfer of CEP credits?

If you enroll at UEL as a degree-seeking student upon high school graduation, you do not need to request a UEL transcript to transfer your CEP credits. The courses and grades are already part of your permanent academic record at UEL. When meeting with your faculty advisor the summer before you begin classes at UEL, you should mention you have already earned UEL credit, to be assured of proper placement in freshman-year courses.

If you enroll in another university, you should request that an official UEL transcript be sent directly there, **after you graduate** from high school, via the Registrar's Office transcript request link at www.UEL.edu/registrar/transcripts. This transcript must be sent directly from UEL to your selected college or university to be considered an official record. **Be sure to select 'hold for grades' if you submit your request before mid-June.** Due to the way in which UEL processes spring grades, transcripts are not able to be sent until mid-June. Keep this in mind when scheduling advising visits prior to mid-June, and [print an unofficial transcript from MyUEL](#) as proof of completion of a UEL course. Be sure to request transcripts for dual credit at other institutions.

Be sure to request transcripts for dual credit earned at other institutions.

Do I have to transfer my CEP credits? Can I transfer a portion of my credits?

If you enroll at UEL as a degree-seeking student upon high school graduation, you do not have a choice. Any UEL credits earned through CEP are already in the UEL system, awaiting your arrival.

If you enroll in another university, whether or not you must transfer your CEP credits varies. Some institutions (UEL included) require that students provide transcripts for any college credits earned elsewhere; failure to disclose this information may lead to serious consequences down the road. Other institutions may leave that choice to you.

Regardless, anytime you transfer college credits from one institution to another, your entire academic record will be sent, not just a portion. Typically, institutions will not award credit for grades below C.

Who do I talk to for help with transferability issues after high school graduation?

If you have difficulty transferring your UEL credits to another university or college, a CEP staff member may be able to assist in persuading the institution to accept the credits by writing letters or making calls on your behalf. To seek assistance, call the UEL CEP Office in the Division of Outreach & Engagement at 555-555-5555 or email one of the CEP staff (CEP@UEL.edu) with the following details: the high school you attended; the name of your CEP instructor and the name of the CEP course; the college or university to which you are attempting to transfer the credit; and the name of the person with whom you have spoken, along with contact information. A CEP staff member will make contact with the institution to see if course acceptance can be arranged. UEL cannot guarantee transferability of CEP courses to other institutions, but our success rate for transferability is high.

Early Graduation Policy

If you plan to complete high school one semester early, you may enroll in a fall-only CEP course. However, if the CEP course is year-long, you should not enroll for UEL credit, as you will miss half the content.

Withdrawals and Refunds

Once enrolled in a UEL course, CEP students must abide by the Billing, Withdrawal and Refund Calendar, which is an adjusted version of the UEL Academic Calendar. Enrolling in a college course is a significant academic and financial commitment. Students and parents should seriously consider student obligations prior to enrollment.

If a student drops the high school CEP course, they **are not automatically removed from the UEL CEP section**. It is the student's responsibility to contact the CEP instructor **and** CEP office so a withdrawal may be processed based upon the Billing, Withdrawal and Refund Calendar. Course tuition is refunded based upon when the student contacts the CEP office to request the withdrawal paperwork. If a student fails to contact the CEP office after leaving a CEP course, they risk earning a failing grade as they will still have a UEL grade transcribed since they failed to contact CEP to complete withdrawal paperwork.

Withdrawal with 100% Refund/Excusal of Fees (CEP "Grace Period")

If a CEP-enrolled student departs from the high school section of the CEP course through the fifth Thursday of UEL's semester:

- An emailed or written request to be removed from the course can come from the student, counselor, or instructor, but will be verified with the student, parent, and instructor.
- No additional paperwork is required; the course will be struck from the CEP application by UEL staff, and the written request will be electronically filed for future reference.
- The course will not appear on the UEL transcript.
- No bill will be sent; the student's academic and financial obligation is excused.

Withdrawal with Tiered Refund of 75%/50%/25%/0% (Refund Based Upon When Student Contacts CEP Office to Initiate Refund; see Billing, Withdrawal and Refund Calendar)

If a CEP-enrolled student departs from the high school section of the CEP course from the fifth Friday of UEL's semester through the end of the ninth week of UEL's semester:

- An emailed or written request for a withdrawal can come from the student, counselor, or instructor, but will be verified with the student, parent, and instructor.
- Withdrawal forms are available upon request from the CEP office and will be sent to the counselor or teacher.
- If enrolled in and withdrawing from a single UEL CEP course, the student must complete a Withdrawal From All Classes Form. If withdrawing from a portion of the UEL CEP courses in which a student is enrolled, the student must complete an Add/Drop Form, which also requires an instructor signature.
- Withdrawal paperwork must be completed and submitted to UEL by the last day of classes preceding the high school's final exam week (in December for fall courses; in May for year-long or spring courses).
- Once paperwork has been returned to UEL and processed, the course will appear on the UEL transcript with a grade of 'W' (or Withdrawal).

Withdrawal with No Refund

If a CEP-enrolled student departs from the high school section of the CEP course starting the tenth week of UEL's semester through the last day of classes preceding the high school's final exam week:

- An emailed or written request for a withdrawal can come from the student, counselor, or instructor, but will be verified with the student, parent and instructor.
- Withdrawal forms are available upon request from the CEP office and will be sent to the counselor or teacher.

- If enrolled in and withdrawing from a single UEL CEP course, the student must complete a Withdrawal From All Classes form. If withdrawing from a portion of the UEL CEP courses in which a student is enrolled, the student must complete an Add/Drop Form, which also requires an instructor signature.
- Withdrawal paperwork must be completed and submitted to UEL by the last day of classes preceding the high school's final exam week (in December for fall courses; in May for year-long or spring courses).
- 100% of CEP tuition will be billed.
- Once paperwork has been returned to UEL and processed, the course will appear on the UEL transcript with a grade of 'W' or (Withdrawal), if passing the course at the time of withdrawal. If failing at the time of withdrawal, the student may receive an 'F', at the discretion of the CEP instructor. This option is referred to as withdrawal with evaluation.

Withdrawal with a Full Refund Due to Circumstances Beyond a Student's Control

If a CEP-enrolled student departs from the high school section of the CEP course starting the fifth Friday of UEL's semester, through the last day of classes prior to the high school's final exam week, the student may be entitled to a full refund if the withdrawal is due to circumstances beyond a student's control.

- Requests for a withdrawal with a full refund must come from the CEP instructor and/or the guidance counselor and be caused by circumstances beyond the student's control, such as moving or serious illness. The request will be confirmed with the student, parent and counselor. Withdrawal forms are available upon request from the CEP office and will be sent to the counselor or teacher
- **Extreme circumstances may warrant a medical withdrawal.** Medical withdrawal documentation includes a physician letter explaining the impact of the illness on the student's ability to complete the CEP coursework as well as other forms. The evidence is then evaluated by a University committee to deem if the situation warrants a medical withdrawal. A student who might qualify for a medical withdrawal should contact the CEP office at 555-555-5555.
- If enrolled in and withdrawing from a single UEL CEP course, the student must complete a Withdrawal From All Classes Form. If withdrawing from a portion of the UEL CEP courses in which a student is enrolled, the student must complete a Drop/Add Form, which also requires an instructor signature.
- Withdrawal paperwork must be completed and submitted to UEL by the last day of classes preceding the high school's final exam week (in December for fall courses; in May or June for year-long or spring courses).
- Based on instructor recommendation, tuition may be completely excused. If any part of the bill has already been paid, the CEP office will process a 100% refund.
- Refund checks issued by UEL are payable to the student and sent to the home address on file.
- Once paperwork has been returned to UEL and processed, the course will appear on the UEL transcript with a grade of 'W' (or Withdrawal).

If No Withdrawal Paperwork is Completed

Students who depart from the high school section of the CEP course by the Friday before finals week but **do not** complete the UEL withdrawal paperwork will receive a default failing grade of "F" in the UEL system. The financial commitment remains.

No Withdrawals Permitted

Starting with the first day of the high school's final exam week – December for fall courses and May or June for spring or year-long courses (exact dates vary by district and school), students may no longer complete paperwork to withdraw from a UEL course. Students will be held responsible for all academic and financial obligations.

Undergraduate Admission to UEL

Undergraduate admission to the University of East Luna is not guaranteed for students participating in CEP. If you plan to attend UEL upon graduation from high school, you should be certain to complete a UEL Application for Undergraduate Admission to formally apply to the University. To be eligible for scholarships and/or financial aid, this process should be completed no later than March 1 of the year you plan to enter the University. Grades earned in CEP courses will be on your UEL transcript when you meet with your advisor to plan your course schedule. For more information on applying to UEL for undergraduate admission, visit: <http://www.UEL.edu/admission>

Starting August 1, 2014, UEL's admission fee for undergraduate applicants will be waived for CEP students (those participating in 2013-14 and forward). Students will indicate their status on the payment screen on the final page of the application.

State Academic and Technical Honors Diplomas

In order to earn Academic or Technical Honors Diplomas, students graduating in 2015 must complete one of the following (in addition to other requirements, including completion of a minimum of 47 high school credits and maintaining a 'B' average overall):

- Complete AP courses (4 credits) and corresponding AP exams
- Complete IB courses (4 credits) and corresponding IB exams
- Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
- Score a 26 or higher composite on the ACT
- Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits)
- Complete a combination of AP course (2 credits) and corresponding AP exams and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits)

Students graduating in 2016 or beyond have a different set of standards for the Honors Diplomas.

Any CEP course will allow you to accumulate transferable college credits, but be aware that college courses are worth different numbers of credit hours. Refer to the list of [current courses and credit hours](#) on the CEP web site, or the CEP Student Enrollment Brochure. For more details, see your guidance counselor or the Core40 overview on the Department of Education website.

Core 39, UEL's General Education Requirements

As part of a bachelor's degree, students at UEL must complete courses in the general education course list called [Core 39](#). You can learn more about Core 39 requirements by visiting: www.UEL.edu/core39

Available CEP Courses

UEL courses available through CEP are listed below; courses vary by school. The number of credit hours is noted in parentheses, and if the course is included in the Our State College Course Transfer Registry, the CCTR name is listed (www.transfer.net/CCTR). Tuition for CEP courses is \$80 per credit hour. The total cost of each course is listed (# of credt hours x price per credit hour). Click the UEL course title for the full description and the UEL general education/Core status.

<u>UEL Course Name</u>	<u>UEL Course Title</u>	<u># Credit Hrs</u>	<u>Total Cost</u>	<u>CCTR Name (if applicable)</u>
Biology (BIOL) 105	Biology of Human Concern	4	\$320	Human Biology
Biology (BIOL) 133	Biological Concepts	4	\$320	--
Biology (BIOL) 251	Environmental Conservation	3	\$240	--
Chemistry (CHEM) 107	Elements in Everyday Chemistry	4	\$320	Survey of Chemistry
Chemistry (CHEM) 141	Principles of Chemistry	4	\$320	--
Chemistry (CHEM) 261	General Chemistry	4	\$320	Chemistry I
Computer Information Systems (CIS) 151	Computer Applications in Business	3	\$240	Introduction to Microcomputers
Communication Studies (CMST) 101	Introduction to Public Speaking	3	\$240	Fundamentals of Public Speaking
Communication Studies (CMST) 107	Introduction to Interpersonal Communication	3	\$240	Interpersonal Communication
Economics (ECON) 175	Fundamentals of Economics	3	\$240	Introduction to Economics
English (ENG) 101	Rhetoric and Composition I: Literacy and the Self	3	\$240	English Composition I
English (ENG) 103	Fundamentals of Creative Writing	1	\$80	--
English (ENG) 105	Introduction to Literature	3	\$240	Appreciation of Literature
French (FREN) 203	Intermediate French I	3	\$240	French Level 3
French (FREN) 204	Intermediate French II	3	\$240	French Level 4
Geography (GEOG) 112	Earth System Science	3	\$240	Earth Science
Geology (GEOL) 161	Physical Geology	4	\$320	--
German (GERM) 203	Intermediate German I	3	\$240	German Level 3
German (GERM) 204	Intermediate German II	3	\$240	German Level 4
Health Professions (HP) 115	Medical Terminology for the Health Professions	2	\$160	Medical Terminology
Health Professions (HP) 211	The Healthcare Delivery System	3	\$240	--
History (HIST) 101	The United States to 1865	3	\$240	American History 1
History (HIST) 102	The United States since 1865	3	\$240	American History 2
History (HIST) 130	Issues in American History: Contemporary U.S.	3	\$240	--
History (HIST) 130	Issues in American History: Making Documentaries	3	\$240	--
History (HIST) 140	Issues in World History: Rise of Europe	3	\$240	--
History (HIST) 140	Issues in World History: Europe Since 1500	3	\$240	--
Journalism (JRN) 180	Journalism Workshop	1	\$80	--
Kinesiology (KIN) 281	Personal Health Science	3	\$240	--

Kinesiology (KIN) 282	First Aid	2	\$160	First Aid
Latin (LATN) 203	Intermediate Latin I	3	\$240	--
Latin (LATN) 204	Intermediate Latin II	3	\$240	--
Management (MNGT) 141	Introduction to BUELness	3	\$240	Introduction to BUELness
Mathematics (MATH) 111	College Algebra	4	\$320	College Algebra
Mathematics (MATH) 112	Trigonometry	3	\$240	Trigonometric Functions
MUElc (MUS) 202	Introduction to MUElc	3	\$240	MUElc Appreciation
Physics (PHYS) 101	Introduction to the Physical Sciences	3	\$240	Survey of Physical Science
Political Science (POLS) 102	Introduction to American Politics	3	\$240	American Government
Psychology (PSY) 201	Introduction to Psychology	3	\$240	Introduction to Psychology
Radio/Television (RTV) 150	Practicum in Broadcasting	1	\$80	--
Radio/Television (RTV) 151	Survey of Contemporary Broadcasting	3	\$240	--
Social Work (SOCW) 224	Introduction to Social Justice	3	\$240	--
Sociology (SOC) 121	Principles of Sociology	3	\$240	Introduction to Sociology
Spanish (SPAN) 203	Intermediate Spanish I	3	\$240	Spanish Level 3
Spanish (SPAN) 204	Intermediate Spanish II	3	\$240	Spanish Level 4
Theatre (THTR) 101	Introduction to Theatre	3	\$240	Theatre Appreciation
Theatre (THTR) 251	Advanced Acting	3	\$240	--

Procedures for CEP Foreign Language Courses

The following information outlines the procedures to be followed by the University of East Luna's Concurrent Enrollment Program (CEP) when offering dual credit foreign language courses. This agreement allows students the opportunity to earn 12 credit hours toward college graduation, which includes 6 credit hours that apply to a language major or minor at UEL.

1. Student enrolls in a world language 203 course upon meeting the qualifications.
2. If the final grade in 203 is an A or B, the student earns 6 hours departmental test-out credit for 101 and 102 plus the 3 hours seat time credit for 203. The student may then enroll in 204.
3. If the final grade in 203 is a C or lower, the student earns 3 hours seat time for 203 ONLY. The student will then need to meet with their instructor to decide if moving to 204 is appropriate. If so, the student may enroll in 204 at the start of the spring semester.
4. If the student earns a D or better in 204, they earn those 3 hours of seat time in addition to any previously earned seat time.

Test-out credits, while honored by UEL for students involved in CEP, may not be honored by other institutions. For a more detailed chart of the world language process, [click here](#).

Questions

Visit the CEP web site for more information (www.UEL.edu/CEP) or contact CEP staff at 866-477-8660, CEP@UEL.edu, or on Facebook: www.facebook.com/UELcep

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Experimental Pell

Sample has been designated as an Experimental Site for high school students to receive Pell grants prior to high school graduation. Students must (1) attend a public secondary high school and (2) be an Dual Enrollment student to participate in the program. Eligibility is based on student need. For the 2017-18 academic year the total grant could be as much as \$5,920. Interested students must complete the Free Application for Federal Student Aid (FAFSA) to determine their eligibility.

Pell grants are awarded with the expectation that the student will attend the entire semester. As long as the student attends as planned, the grant does not need to be repaid. If the student withdraws prior to the end of the semester, repayment of funds received may be required.

Tuition will be paid by the Pell grant. If the grant exceeds tuition due, the balance will be refunded to the student. For any student whose Pell grant does not cover the tuition, the College and/or school district will cover the cost of any remaining tuition.

Participating high schools may assist students with purchasing books and required supplies. High schools may require students to use Pell grant funds for books and required supplies before the high school provides any assistance with purchasing these items.

Students receiving the experimental Pell must maintain Satisfactory Academic Progress to remain eligible for the program.

- Complete 67% of coursework each semester
- Maintain a cumulative 2.0 GPA
- Have attempted fewer than 150% of the credits required for your declared program of study

Advanced Placement

To receive awarded credit for Advanced Placement test(s) students must have their official examination results sent to Student Records office. This credit can count as credit towards your associate degree if score a 3 or above. See College Catalog, Guidelines for Placement Credit. If the AP credit serves a prerequisite, official scores must be received prior to enrolling in the next course (i.e. ENG 111).

Transcript

To receive credit for courses taken at other postsecondary institutions student must send official transcript to Student Records office.

User Account Center

Students are required to access to Student E-mail, Banner student information system, and Blackboard course information system. All these services are available from links at the top right on College's website.

Consent to Release

The only way a parent/guardian can receive information from Sample Community and Technical College is by their student completing the Consent to Release in self-service feature in Banner. Students will create a passcode that must be given each time information is to be released to parent/guardian.

Business Office – Billing

Early College students are billed later in the semester than other students due to the time needed to process enrollment, waivers, and scholarships. There is a note placed on the high school students' accounts to prevent classes from being cancelled for nonpayment during the automatic purge process so college staff will have adequate time to process all required information. **Tuition will be due October 10th of Fall semester and March 10th for the Spring semester.**

Books

Students may purchase books at any time. To purchase books at bookstore students must have a copy of schedule. Students receiving Pell will have a scheduled time to pick up books, this time will be scheduled before school starts and coordinated with Coordinator and high school College contact. Students will still need a copy of schedule along with photo id. This is a scheduled time due to receiving book vouchers.

Graduation

Students must meet with Coordinator who is also their academic advisor each semester to ensure they are on track to graduate. During the meetings, they will complete an academic plan, the semester before student graduates will submit the signed academic plan to student records during the designated timeframe and complete graduation paperwork. This is generally the first week of February. Students will complete survey with the Coordinator before applying for graduation.

Students eligible to graduate upon completion of a program are considered summer graduates, but will complete spring application and participate in spring graduation ceremonies. Students will walk in College graduation and must wear College regalia. Students must send official final transcript to College before degree can be awarded.

Reporting of High School Grades

Letter grades are reported to the home high school at the end of each semester. The letter grade is based on the grading criteria in Sample Community and Technical College's faculty/instructor course syllabus. Students may access their grades online at <http://sample.college.banner.edu>

Advising

Students are required to meet with the Coordinator for intense advising, ongoing monitoring, and connection with four-year institutions. High school partners and the Coordinator will meet at the beginning of each semester to ensure students are on track for both graduations. The ultimate responsibility is with the student to inquire/inform the Coordinator if any scheduling changes are made after initial meeting. Students are not allowed to withdraw from program without prior approval.

High School Diploma Requirements

Students will still be required to meet with home high schools to ensure they are on track for the high school graduation. High School graduation will be top priority. Both high school and Early College will work together to ensure both requirements are met but the graduation will be dependent on the institution awarding degree.

If you have a high school graduation question that should be address with your guidance counselor or college career coordinator. If you have a college graduation question that should be addressed with the Coordinator.

FYE – Orientation to College

All students will participate in a Freshman Seminar (SDV 101, 102) which will be taught over two college semesters. Students will earn one credit hour per semester. The purpose of the course, which is required for all incoming College freshman, is to prepare students to be successful in a postsecondary setting. Topics covered include navigating the campus, accessing all available resources, networking with other first-time college students, learning successful study strategies, and many other important areas that will support future persistence and success.

Probationary students

Early College students can be placed on College Probation for any of the following reasons:

- 2.50 or below
- C in 3 classes
- D in 1 class
- Attendance issues in previous semesters- reported by instructor via Starfish

Students on probation with Dual Enrollment must complete and submit the College Student Probation (CSP) form before and mid-term during the semester on probation. The Coordinator will provide students with Progress forms. Students will have form completed and returned to the Coordinator before mid-term. The forms are to ensure students have completed appropriate actions to be taken off probation.

The forms will need to be given to the instructor of each class by the student for instructor to complete information on student's grades, attendance, and comments for concern. It is the student's responsibility to give the form to the instructor and turn the form in to the Coordinator in a timely matter.

If students do not follow the probation guidelines, they will be dismissed from the program. Two semesters of probation will result in dismissal of the program.

Academic Integrity

Students are expected to follow the academic policies set forth by College in regards to academic integrity. Academic offenses within academic integrity include plagiarism, cheating, student co-responsibility, and misuse or falsification of student records. When a student is believed to be guilty of any of the following four academic offenses, information concerning disposition of the case by the college and responsibilities of college personnel can be found in student code of conduct.

Plagiarism

Plagiarism is the act of presenting ideas, words, or organization of a source, published or not, as if they were ones own. All quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by some form of documentation acceptable to the instructor for the course.

Plagiarism also includes the practice of employing or allowing another person to alter or revise the work that a student submits as the student's own. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual material is completed, it must be done by the student and the student alone. The use of the term "material" refers to work in any form including written, oral, and electronic.

All academic work, written or otherwise, submitted by a student to an instructor or other academic supervisor, is expected to be the result of the student's own thought, research, or self-expression. In any case in which a student feels unsure about a question of plagiarism involving the student's work, the student must consult the instructor before submitting the work.

Cheating

Cheating includes buying, stealing, or otherwise obtaining unauthorized copies of examinations or assignments for the purpose of improving one's academic standing. During examinations or in-class work, cheating includes having unauthorized information, and/or referring to unauthorized notes or other written or electronic information. In addition, copying from others, either during examinations or in the preparation of homework assignments, is a form of cheating.

Student Co-Responsibility

Anyone who knowingly assists in any form of academic dishonesty shall be considered as guilty as the student who accepts such assistance. Students should not allow their work to be copied or otherwise used by fellow students, nor should they sell or give unauthorized copies of examinations to other students.

Misuse or Student Falsification of Academic Records

The misuse or actual or attempted falsification, theft, misrepresentation, or other alteration of any official academic record of the college is a serious academic offense. As used in this

context, “academic record” includes all paper and electronic versions of the partial or complete academic record.

Nondiscrimination Policy and Grievance Procedure

The College has zero tolerance for illegal discrimination of any kind. Any student who thinks he/she may have been discriminated against or subjected to harassment by students or employees because of his or her race, color, national origin, sex, sexual orientation, marital status, religion, beliefs, political affiliation, veteran status, age, or disability (including denial of a request for accommodation), has the right to pursue an informal and /or formal discrimination grievance.

Student Code of Conduct

The Student Code of Conduct is available at this link:

https://sample.edu/Current_Students/

Students are encouraged to become aware of the policies and procedures. The below chart assists students in determining when to begin the process for petitioning any rights that may have been violated through their dual credit course.

Student/Parent Contract

Please initial, sign and return to Sally Henders, Coordinator

Academic Standards

_____1. Acceptable student academic standing shall be a minimum overall college GPA above a 2.5 each semester.

_____2. Any student whose GPA is less than 2.5 shall be placed on College academic probation for the duration of the following semester.

_____3. Any student placed on College Academic Probation must complete and submit DE progress forms and turn in to the Coordinator before midterms of the semester. FAILING to do this is non-compliant and will result in not be allowed to participate in Dual Enrollment.

_____4. A second DE academic probation shall result in dismissal from the program.

_____5. Students who earn an "F" letter grade in any college course will be dismissed from the program without probation.

_____5. Students must be enrolled in a minimum of 12 college credit hours per semester (typically 15 credit hours to be on track to graduate).

Student Expectations

_____1. All correspondence will be sent via College email account, it is the students responsibility to check email daily.

_____2. I understand how to access my College email, self-service, and blackboard account.

_____3. You are financial responsible for your tuition bill and books. Students with a balance will not be allowed to sign up for classes until tuition has been paid in full (Students receiving Pell are exempt from this statement).

_____4. As a parent/guardian of an Sample Community and Technical College student, I authorize Dual Enrollment and the Sample Community and Technical College, to use and reproduce photographs/videos of my son or daughter for college publicity and promotional purposes that might be taken at the College.

_____5. As a parent/guardian of an DE College student, I understand that my student will be treated as a college student. If at any point I have an issue, my first point of contact will

be the Coordinator. The Coordinator will assist with troubleshooting classroom issues, academic issues, etc.

Experimental Pell

_____ 1. If you are eligible for the minimal amount of Pell College will cover the remainder of books and tuition.

_____ 2. If you drop below 2.0 GPA, 67% completion of classes, or do not finish your degree in 150% of time you will be placed on financial aid probation and could ultimately be suspended from financial aid.

_____ 3. Pell Grant funds received under this experiment will factor into the lifetime eligibility limit. Students are currently allowed to receive full-time Pell benefits for up to six years.

_____ 4. The FAFSA has to be renewed each academic year. The FAFSA is available on October 1.

_____ 5. If your high school is counting your College courses as dual credit on your high school transcript, your College classes will impact your KEES money.

Disciplinary Probation and Removal from the program.

_____ 1. Any student receiving a disciplinary referral shall be placed on disciplinary probation.

Recognizing that enrollment and attendance in the DE College is a privilege and not a right, we, the under-signed, have read, fully understand, support, and agree that the expectations set forth in this document serve as the requirements for participating in College.

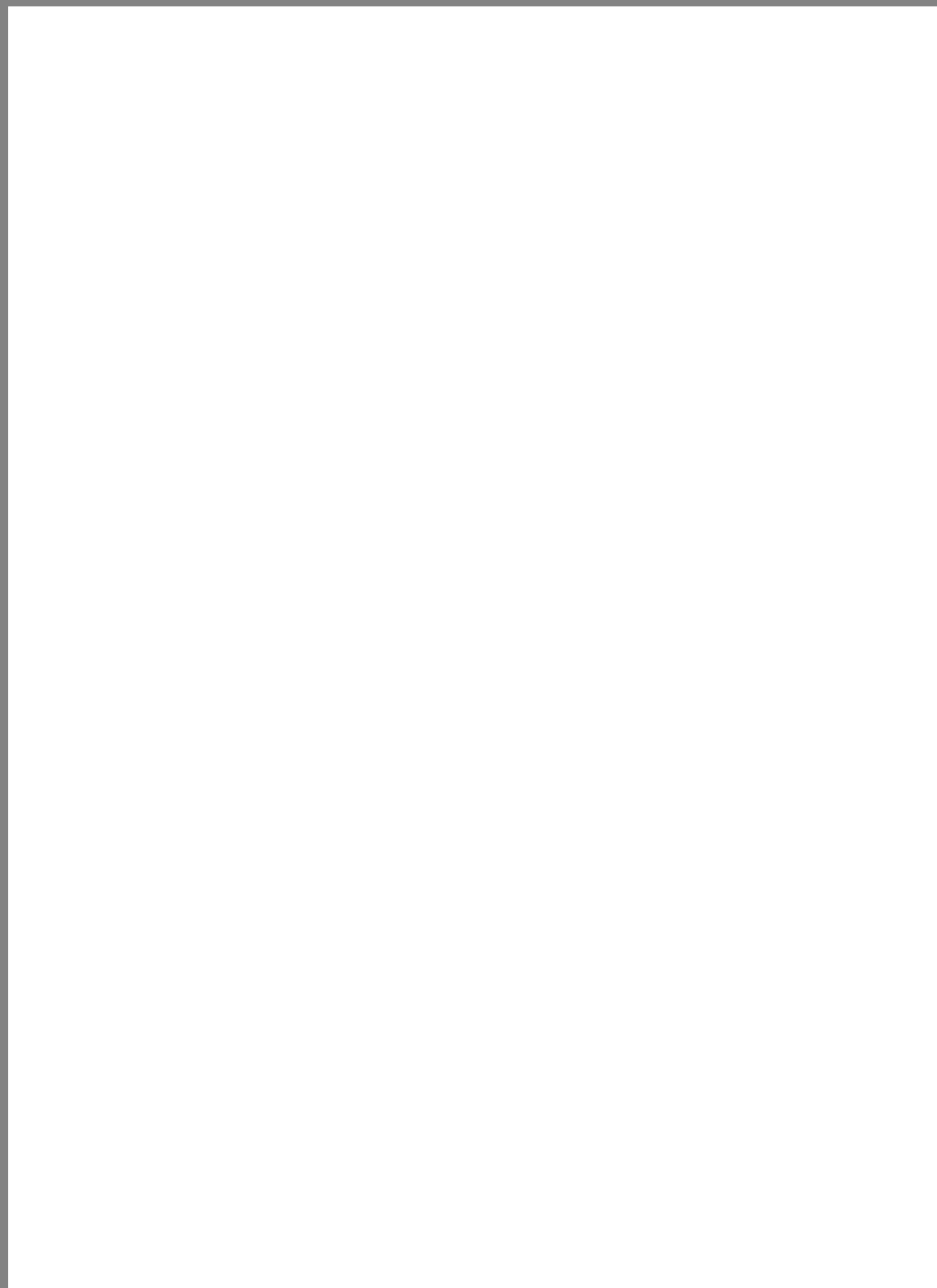
Student Signature

Date

Parent/Guardian Signature

Date

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Standard A1 - Evidence & Organization

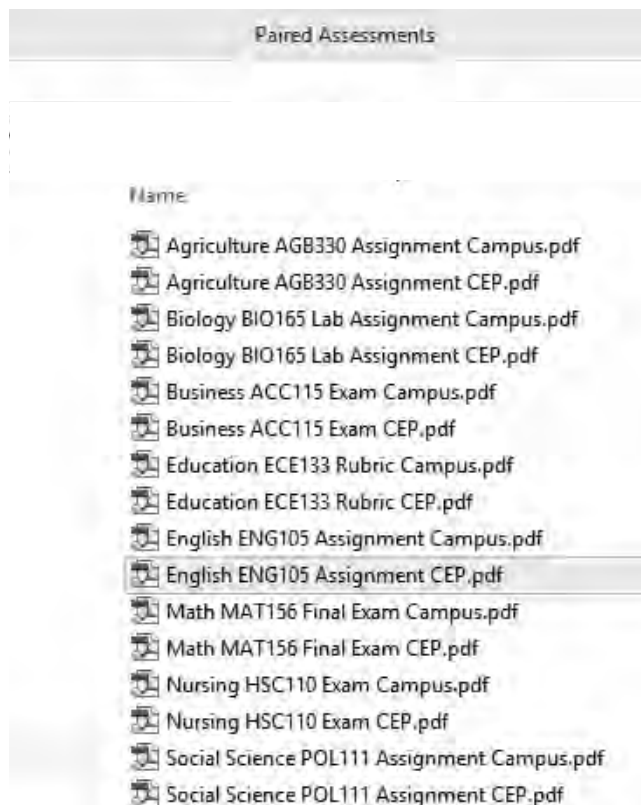
Well Organized Example.

These screen shots show the contents of the Paired Assessments folder:

Note that the Assessment folder has only one file – the required coversheet which includes the description of the processes. The remainder of the evidence will be in the Paired Assessment Folder and the Statements of Equivalency Folder.

The Assessment folder includes one example from each of the 8 disciplines this college offers concurrent enrollment courses in. Note that the types of assessments included differed for different courses – exams, lab assignments, writing assignment rubrics, etc. Disciplines are consistent with the list provided in the Program Description and used elsewhere in the application.

Note that using syllabi as evidence for A1 is no longer acceptable.



Comparative Analysis

200 pts.

Description: 4-5 pages, double-spaced, plus a separate MLA-format Works Cited page

Skills: Analysis of a test object through the theoretical lens of two source texts

Due: 11/13/17; 11/20/17

Sources: *Cool Hand Luke*; & two *WRAC* articles: Asch, "Opinions & Social Pressure;" Dalrymple, "Just Do What the Pilot Tells You; Zimbardo, "Stanford Prison Experiment;" &/or Milgram, "Perils of Obedience"

Assignment:

Analyze the film *Cool Hand Luke* using the theoretical lenses provided by two of our *WRAC* articles in the Obedience unit. Your focus is on better understanding the object of analysis - for our purposes, the film *Cool Hand Luke* about obedience and disobedience.

In the course-of your essay, you must bring in a comparison with two of the *WRAC* readings. Keep in mind that you are bringing in the ideas in these texts because doing so enables you to address the issue raised for you by your primary "test object," *Cool Hand Luke*. Overall, the essay is likely to be a *weighted comparison*, which means that one of your source texts may prove more useful than others and, finally, because your analysis is more concerned with the primary text, the test object, rather than with the secondary texts.

The essay should:

- Generate and focus on one interesting problem or question raised by the film. This should be a problem or question interpreted or answered in more than one way.
- Put sources in conversation with one another (*WA*).
- Use the film to test the findings and principles raised by the *WRAC* articles or raise new questions not accounted for.

Criteria for Evaluation:

- | | |
|---|------------------|
| • Introduction sets up the problem or issue under discussion – in the culture, the film, and the sources. | 40 points |
| • Focused claim that goes beyond the obvious commonplace to make an interpretive claim developed by the source-based analysis. | 55 |
| • Analysis (of details in representative scenes) that expands and complicates readers' understanding of cinematic representation of obedience and of the issues of obedience in the larger sense. | 55 |
| • Logical flow of ideas in developed paragraphs with transitions. | 25 |
| • Correct grammar, spelling, punctuation, and appropriate paraphrase, quotation, and citation of author's ideas that make clear which ideas belong to you and your sources. | 25 |

Total: 200 points

Comparative Analysis Essay

200 pts.

Description: 4-5 pages, double-spaced, plus a separate MLA-format Works Cited page

Skills: Analysis of a test object through the theoretical lens of two source texts

Due: Rough Draft: 11/09/17; Final Draft: 11/16/17

Sources: *A Few Good Men*; Dalrymple, "Just Do What the Pilot Tells You; and Fromm, "Disobedience as a Moral & Psychological Problem"

Assignment:

Analyze the film *A Few Good Men* using the theoretical lenses provided by Dalrymple and Fromm. Your focus is on better understanding the object of analysis - for our purposes, the film *A Few Good Men*, about obedience and disobedience in the military.

In the course-of your essay, you must bring in a comparison with the WRAC readings, Dalrymple and Fromm. Keep in mind that you are bringing in the ideas in these texts because doing so enables you to address the issue raised for you by your primary "test object," *A Few Good Men*. Overall, the essay is likely to be a *weighted comparison*, which means that one of your source texts may prove more useful than others and, finally, because your analysis is more concerned with the primary text, the test object, rather than with the secondary texts.

Your paper should:

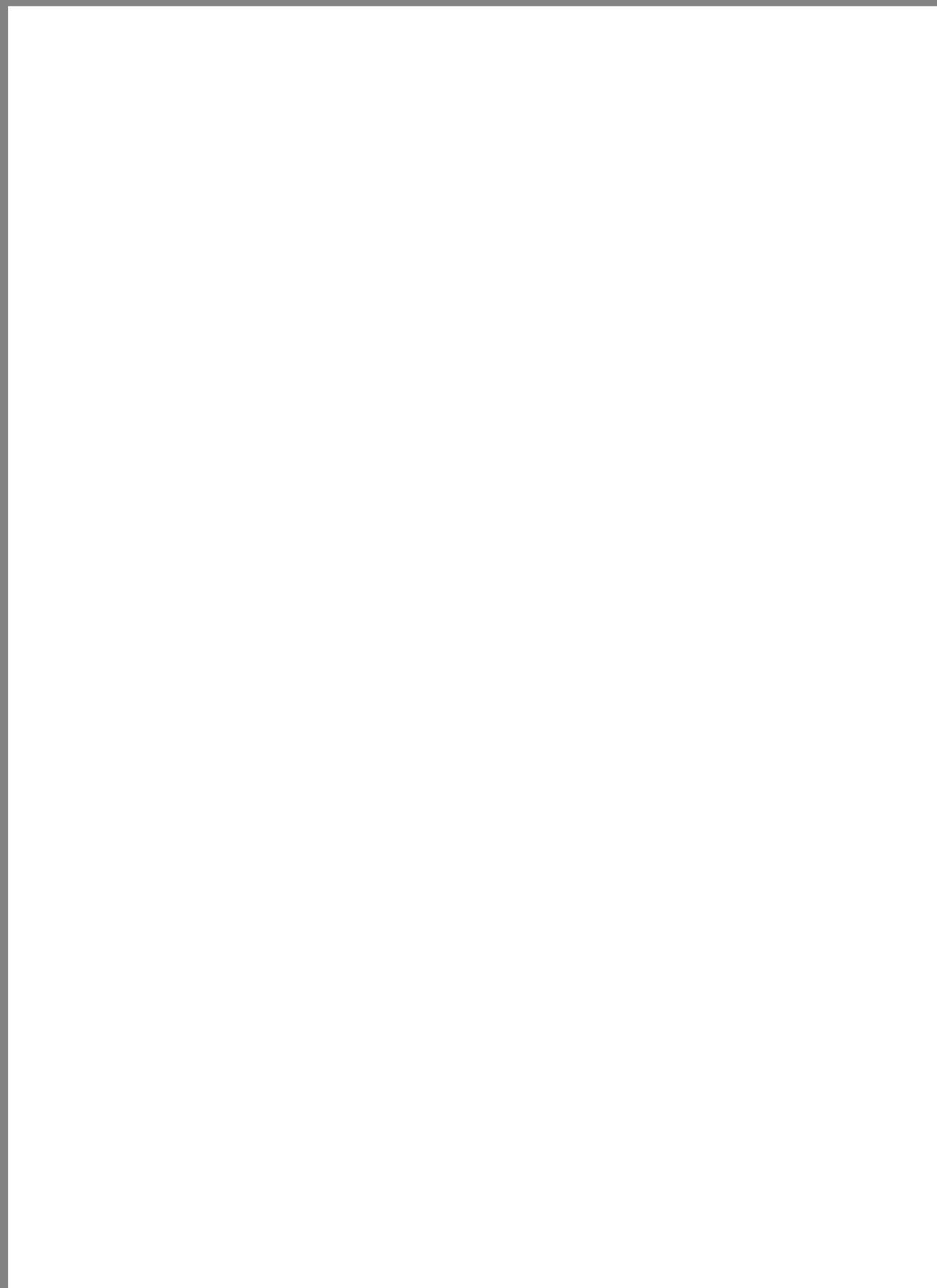
- Generate and focus on one interesting problem or question raised by the film. Imagine that this problem or question could be interpreted or answered in more than one way.
- Put sources in conversation with one another (*WA*) to shed light on the question raised or to you answer the question.
- Use the film to test the findings and principles raised by the *WRAC* articles or raise new questions not accounted for.

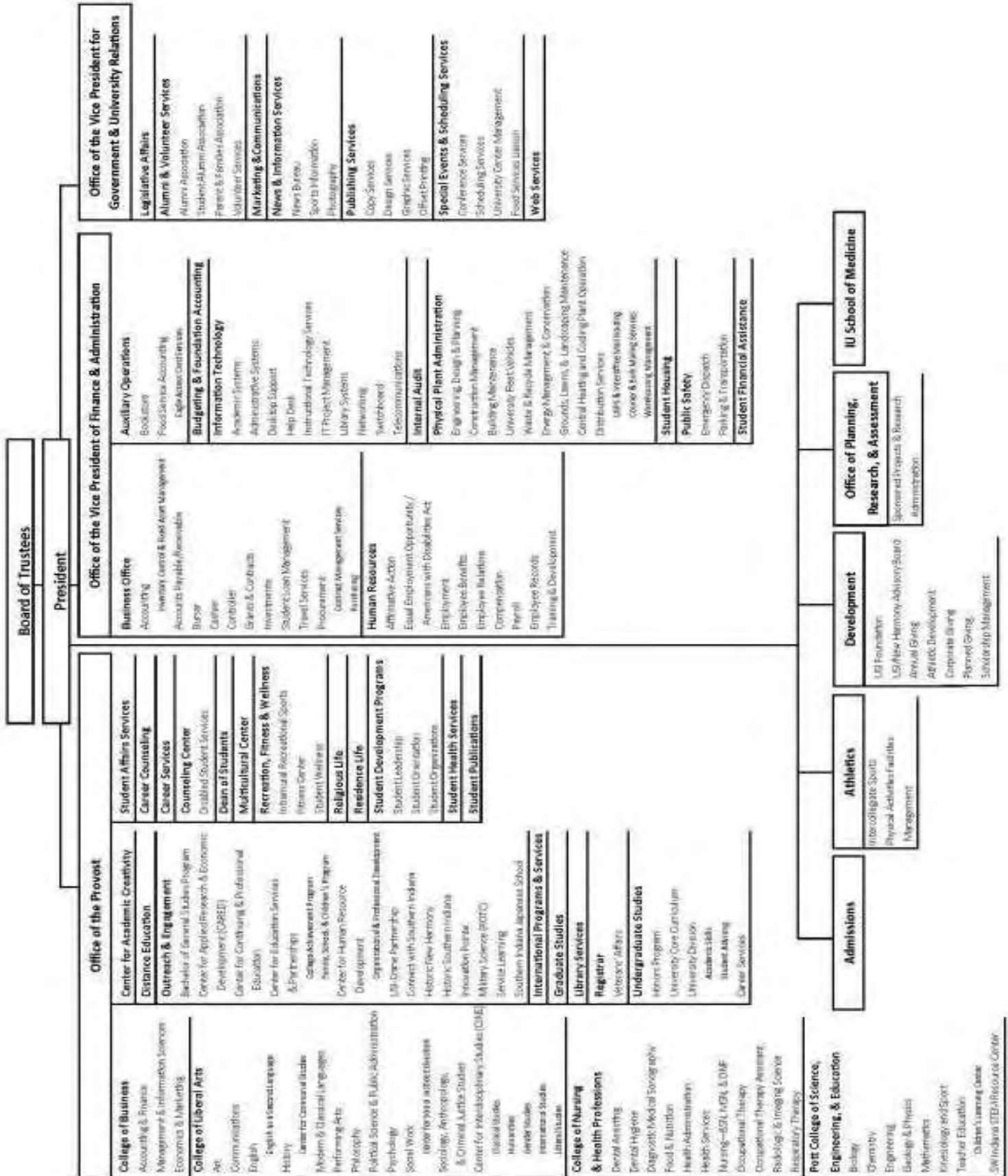
Criteria for Evaluation:

- | | |
|---|------------------|
| • Introduction sets up the problem or issue under discussion – in the culture, the film, and the sources. | 40 points |
| • Focused thesis that goes beyond the obvious commonplace to make an interpretive claim developed by the source-based analysis. | 55 |
| • Analysis (of details in representative scenes) that expands and complicates readers' understanding of cinematic representation of obedience and of the issues of obedience in the larger sense. | 55 |
| • Logical flow of ideas in developed paragraphs with transitions. | 25 |
| • Correct grammar, spelling, punctuation, and appropriate paraphrase, quotation, and citation of author's ideas that make clear which ideas belong to you and your sources. | 25 |

Total: 200 points

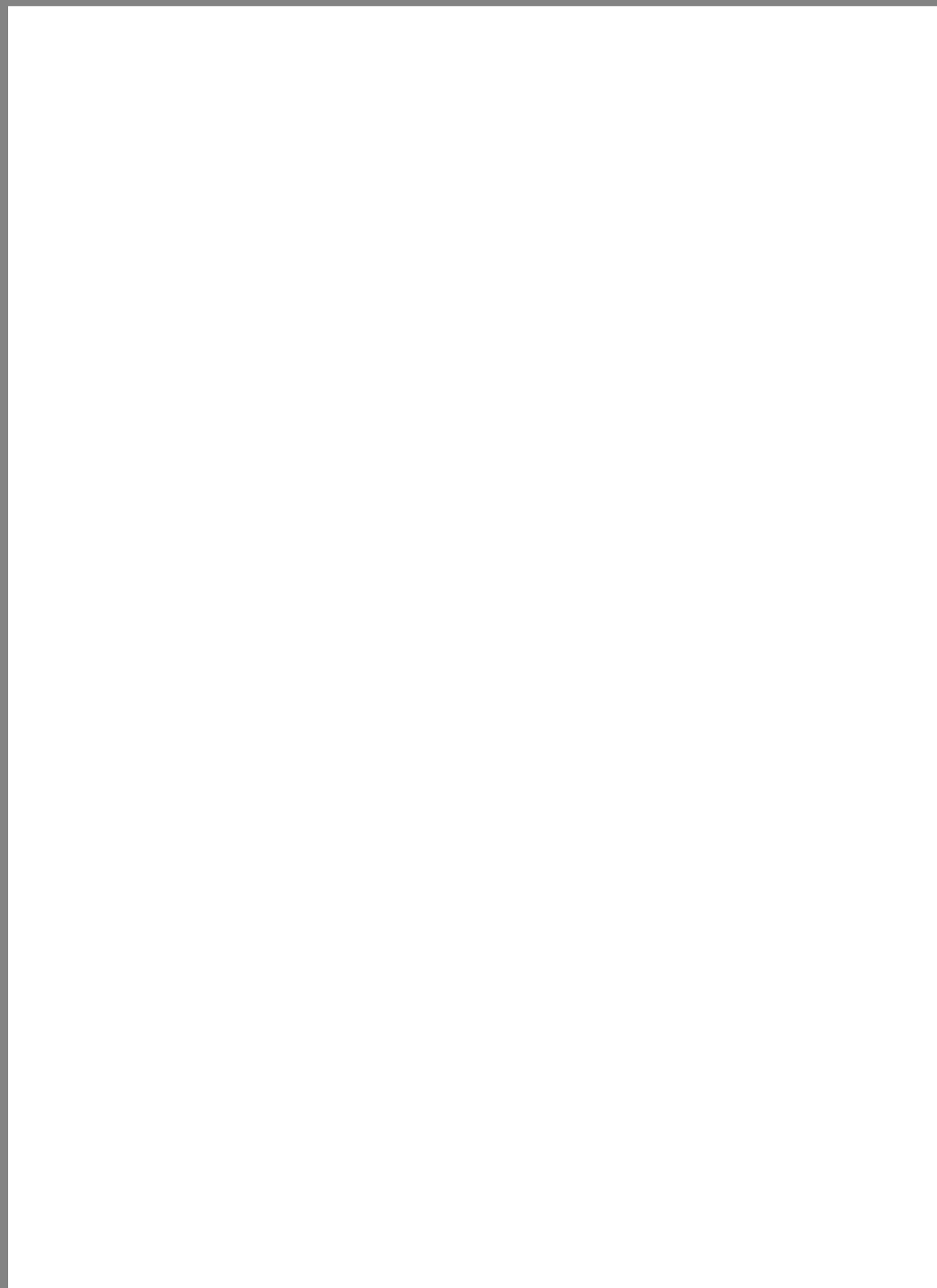
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FCP PRINCIPALS AND COUNSELORS FALL SEMINAR
Fessler University
Wednesday, November 9, 2016
Frangipani, Fessler Memorial Union

9:30-10:00 **Arrival/Registration**, introductions, coffee and light snacks

10:00-10:30 [REDACTED], Director: Welcome Message

- [REDACTED], Commission for Higher Education: [REDACTED] *application for an extension to Higher Learning Commission dual credit faculty credentialing guidelines*
- [REDACTED], Commission for Higher Education: *Course transferability*
- [REDACTED], Department of Education: *CTE & Liberal Arts priority DOE course crosswalks*
- [REDACTED], Department of Education: *AP & dual credit blended courses*
- *Fessler Admissions: General update*

12-1:00 **Lunch**

- Dr. [REDACTED], Director of Italian Language Instruction (Department of French and Italian): *Online Italian for Dual Credits*
- [REDACTED], Director: *New model FCP course delivery*
- [REDACTED], Director: *Development of online Fessler graduate degrees*
- [REDACTED], Director: *Outline of relevant legislation*
- [REDACTED], Associate Director, FCP: *FCP Guidance Counselor Survey Results*
- [REDACTED], Assistant Director, Enrollment Services: *Fall 2017 FCP timeframe*

2:00-2:30 **Wrap up.** Mileage reimbursement, parking, evaluations, etc.,

COORDINATOR MEMORANDUM OF PARTNERSHIP

As an active high school coordinator in the College Credit Program, I understand the requirements of active status, and agree to the following:

- **Involvement:** To ensure active participation the CC Program, CC High School Coordinators will: serve as the point of contact for the high school to the CC Program, oversee student enrollment and program compliance at the high school, coordinate student tuition scholarships, act as an in-person resource to advise students and parents about the program, manage the high school's course ledger and semester course listings, and attend the Annual Summer Symposium.
- **Academic Integrity:** To ensure college credit courses are comparable to their on-campus counterparts, CC High School Coordinators will: remind instructors to submit course syllabi in the appropriate Common Syllabus Template annually, ensure grades are entered in a timely manner each semester, accommodate Faculty Liaison and CC Program Office requests including site visits, advise students about college credit and participation in the CC Program, and uphold the college policies related to academic offerings.
- **Course Exclusivity:** To ensure the integrity and authenticity of CC courses and to prevent confusion among dual credit students, CC Adjunct Instructors will: agree that University is the exclusive dual credit partner for the specific college courses they are approved to teach now and in the future through the program.

In agreement of these requirements, I am aware of my eligibility to the following benefits:

- Status as an CC High School Coordinator of the University,
- Graduate tuition scholarships,
- Professional development and networking events,
- Direct access to designated U departments,
- Annual training stipend,
- Access to U recourses including library access, database access, U logo usage, U email account, Office 365, Google Apps, personal software discounts and downloads, and discounts at U's Campus Bookstore.

By signing the document, the individual agrees to uphold the various requirements of an active status throughout their tenure with University's College Credit Program.

Failure to uphold the Memorandum of Partnership risks putting the individual, dual credit offering, and/or partnership in a non-compliant status. A non-compliant status will result in discussion on the future partnership with the program, ability to continue to offer specific dual credit courses, provisional standards to be met to become active again, or the end of the dual credit partnership with University. Individuals and partner high schools will be notified privately by the Program Director for issues of non-compliance.

Name (printed)

Date

Signature (electronic acceptable)

INSTRUCTOR MEMORANDUM OF PARTNERSHIP As an

active high school adjunct instructor in the College Credit Program, I understand the requirements of active status and will uphold the Program Policies as outlined in the handbook, available at <http://www.u.edu/cc>, including but not limited to:

- **Involvement:** To ensure active participation the Program, Adjunct Instructors will: encourage qualified students to register for appropriate courses, attend the annual Summer Symposium and professional developments days, utilize U course management systems to oversee their respective courses, remind students of deadlines related to the program, refer students to necessary resources and rights guaranteed through U, and communicate with the Program Office as needed.
- **Academic Integrity:** To ensure college credit courses are comparable to their on-campus counterparts, Adjunct Instructors will: submit course syllabi in the appropriate U Common Syllabus Template annually to the program for review, supply annual assessments to the appropriate U Faculty Liaison, enter grades in a timely manner each semester, accommodate U Faculty Liaison and Program Office requests including site visits, and uphold University policies related to academic offerings.
- **Course Exclusivity:** To ensure the integrity and authenticity of University courses and to prevent confusion among dual credit students, Adjunct Instructors will: agree that University is the exclusive dual credit partner for the specific college courses they are approved to teach now and in the future through the program.

In agreement of these requirements, I am aware of my eligibility to the following benefits:

- Status as an Adjunct Instructor of University,
- Graduate tuition scholarships,
- Discipline specific professional development,
- Direct access to designated U departments,
- Substitute teacher reimbursement to attend professional development,
- Annual training stipend,
- Access to U resources including library access, database access, U logo usage, U email account, Office 365, Google Apps, personal software discounts and downloads, and discounts at U's Campus Bookstore.

By signing the document, the individual agrees to uphold the various requirements of an active status throughout their tenure with University's College Credit Program.

Failure to uphold the Memorandum of Partnership risks putting the individual, dual credit offering, and/or partnership in a non-compliant status. A non-compliant status will result in discussion on the future partnership with the program, ability to continue to offer specific dual credit courses, provisional standards to be met to become active again, or the end of the dual credit partnership with University. Individuals and partner high schools will be notified privately by the Program Director for issues of non-compliance.

Name (printed)

Date

Signature (electronic acceptable)

HIGH SCHOOL MEMORANDUM OF PARTNERSHIP

As an active high school partner in the College Credit Program, the officials of _____ including administrators, coordinators, counselors, and teachers agree to abide by the policies articulated in the Program Policies handbook, available at <http://www.u.edu/handbook>, including but not limited to:

- **Involvement:** To ensure active participation the Program, Partner High School will: encourage high school instructors to apply to teach courses, recommend eligible students to enroll in courses, advise students, parents, faculty, and staff about participation in the Program, ensure registration and grade deadlines are met, participate in annual professional development and networking events, notify the Program of students wishing to exercise their rights to University resources including, but not limited to, Disability Service, Student Success Center and library access, and accommodate U Faculty Liaisons and Program Office Staff for site visits.
- **Academic Integrity:** To ensure college credit courses are comparable to their on-campus counterparts, Partner High Schools will: require their courses to have syllabi in the appropriate U Common Syllabus Template on file annually, enforce the use of required U assessments in the course, ensure grades are posted in a timely manner each semester, and uphold University policies related to academic offerings.
- **Course Exclusivity:** To ensure the integrity and authenticity of University courses and to prevent confusion among dual credit students, Partner High Schools will: agree that University is the exclusive dual credit partner for the specific college courses they are approved to teach now and in the future through the program.

University's College Credit Program officials agree that the partnership includes, but is not limited to the following benefits, provided the school maintains active student enrollment and faculty engagement and remain compliant with all policies and procedures:

- Reduced U tuition rate for high school students,
- Graduate tuition scholarships,
- Student need based scholarships annually per academic year,
- Annual training stipends for eligible teachers, coordinator, and administrators,
- Annual professional development from U,
- Regular site visits from Program staff and/or University liaisons to cultivate collegial interactions and partnerships,
- Online collaboration space for cohorts and U Faculty Liaisons,
- Program incentive awards based on positive student enrollment growth in the Program,
- Access to U recourses including library access, database access, U logo usage, U email account, Office 365, Google Apps, personal software discounts and downloads, and discounts at U's Campus Bookstore.

By signing the document, the institution and its individuals agree to uphold the various requirements of an active status throughout their tenure with University's College Credit Program.

Failure to uphold the Memorandum of Partnership risks putting the individual, dual credit offering, and/or partnership in a non-compliant status. A non-compliant status will result in discussion on the future partnership with the program, ability to continue to offer specific dual credit courses, provisional standards to be met to become active again, or the end of the dual credit partnership with University. Individuals and partner high schools will be notified privately by the Program Director for issues of non-compliance.

Name (printed)

Date

Signature (electronic acceptable)

AIS Advisory Board Meeting

APRIL 18, 2017

5-7 PM COMMUNITY COLLEGE

AIS Advisory Committee Agenda

5:00-5:15

- Welcome – Debbie Allen, Vice President of Academic & Student Affairs
- Introductions

5:15-6:00

- Concurrent Enrollment Reviews and Updates
 - New Procedures and Processes – (Sam & Nick)
 - Credentialing Review Process – (Peter, Julie, Martha)
 - Pricing change for 2017- 18 – (Karen)
 - e-College dissolve – (Doug and Paul)
 - Office of Secondary Relations changes – (Paula)
 - Questions and Suggestions

AIS Advisory Committee Agenda

6-6:30

- Concurrent Enrollment Discussion – (Paula /All)
- What would you like to see in terms of Concurrent Enrollment?
- How can we enhance partnerships?
- Post Secondary enrollment from a K-12 perspective
- AIS Advisory Terms

6:30-7:00

- Questions and Follow Up – (All)

Advisory Board Fall 2016 Meeting Agenda

October 12, 2016

12:00 p.m. Noon

Topics for Discussion:

1. Welcome and Introductions
2. Updates
 - a. Fall Registration: **3,015** Students: Credit Hours: **20,050** % Change: 10.7% & 14%
 - b. Last year 2,351 and 17,600
 - c. Anticipated Growth: New Schools and Initiatives
 - i. Holiday High School, Gillson High School, St. Peter-St. Mary
 - ii. Grow U: PLTW, International CC, and The Academy
 - iii. Cap raised to 18 hours and Business School additions
 - d. Budget and Marketing Initiatives Update
 - i. New marketing materials
 - ii. Video Project
 - e. New Systems Coming to CC
 - i. Instructor Application
 - ii. Instructor Tracking
 - iii. New Student Application
 - iv. Exploration of new transcript request tool
 - f. CC Organization Update
 - i. Provost has approved rehire. Currently in midst of process

g. SACSCOC Guidelines and Program Adaptation

- i. Report almost finished
- ii. Meeting w/ Departments to write specific policy
- iii. New Provisional Approval

3. Topics of Interest or Concerns

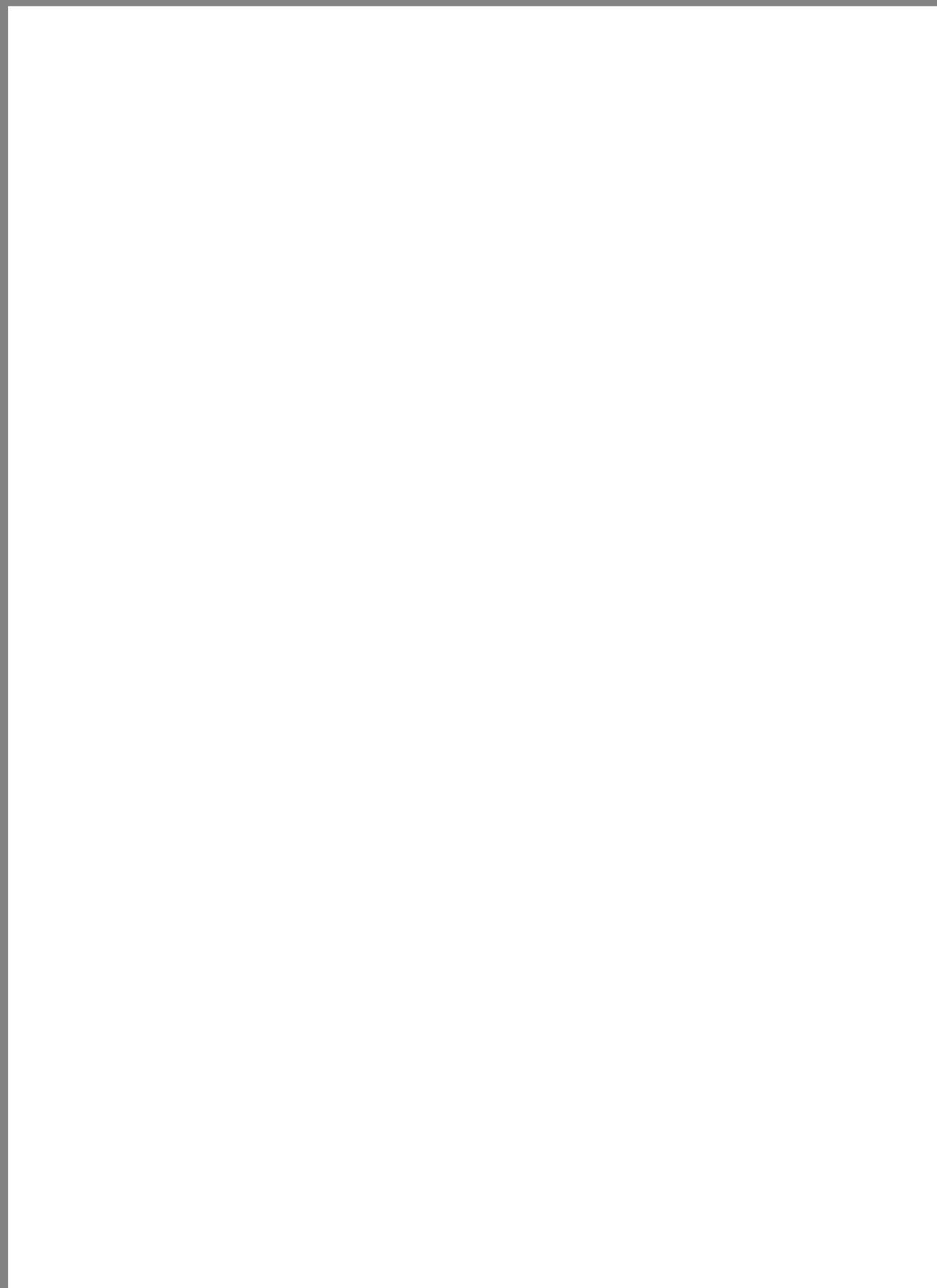
- a. What's Working and What's Not
- b. Other Topics/Questions
- c. Strategic Planning Process


4. Important Dates –

- a. Appreciation and Awards Dinner – **March 2, 2017 – State Room**

Personal Notes:

insert TAB



Class Climate	CEP Course Evaluation	
CEP Course Evaluation		

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐ ☒ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

Please assist our office in reviewing the effectiveness of the University's Concurrent Enrollment Program (CEP) by answering the following questions.

A separate evaluation will be used for each CEP course you completed this semester.

Please complete the evaluation by May 26th at 8:00 am.

1. Demographics

- 1.1 What year are you in high school? ☐ 11 ☐ 12
- 1.2 What is your gender? ☐ Male ☐ Female
- 1.3 What is your race / ethnicity? (Select all that apply)
- ☐ Hispanic
☐ Asian or Pacific Islander

☐ Black, non-Hispanic
☐ American Indian or Alaskan Native

☐ White, non-Hispanic

2. Background

- 2.1 Who was most influential in your decision to take a CEP course? (Please select only one)
- ☐ A teacher
☐ My parents

☐ A counselor
☐ It was my own decision

☐ A friend
- 2.2 Select the colleges or universities you are considering.
- ☐ University of
☐ University of

☐ University
☐ State University

☐ University
- 2.3 If the college or university you are considering is not listed, please write the name(s) in the box provided.
-
- 2.4 Have you confirmed that the college(s) you are interested in attending will accept CEP courses? ☐ Yes ☐ No
- 2.5 Have you used the University library as a CEP student? ☐ Yes ☐ No
- 2.6 Have you used your University PIN number to access your CEP grades and/or university email address? ☐ Yes ☐ No

3. Course Evaluation

3. Course Evaluation [Continue]

To what extent do you agree or disagree with the following statements about your CEP course?

SA = Strongly Agree, A = Agree, Neither = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree

	SA	A	Neither	D	SD
3.1 I received a course outline / syllabus at the beginning of this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 The course materials used, such as visuals, texts, handouts, and on-line items, helped me to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 The instructor was well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 The assignments helped me increase my understanding of the course content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 The instructor clearly communicated the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 The instructor showed enthusiasm for the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 The instructor was prepared for each class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8 The instructor's teaching style was effective for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9 The instructor was accessible to me outside of the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10 The instructor treated me with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.11 The instructor evaluated me fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.12 The amount of work for this course was appropriate for the credit earned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.13 I'm glad I took this course for college credit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Comments

- 4.1 You may use the space below if you have more you'd like to tell us about how this course could be improved, your instructor's strengths and/or weaknesses, the text, assignments, etc.

If you would like to reach a member of the CEP staff with a question or concern, **call 800/477-6680** or **email cep@university.edu**.

Thank you for completing the evaluation!

SPC 112 (70002): Public Speaking

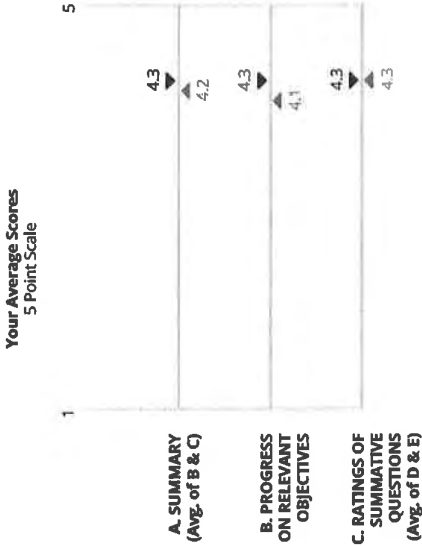
Spring 2017 | | Course CIP Code: 09.0101

Summative

▼ | Adjusted

▲ | Raw

▢ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.4	4.4
E. Excellent Course	4.2	4.2

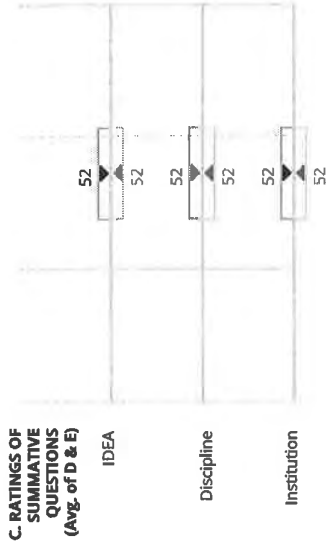
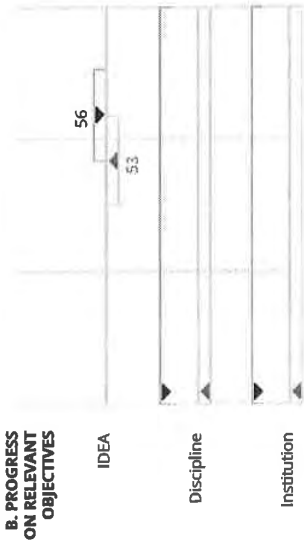
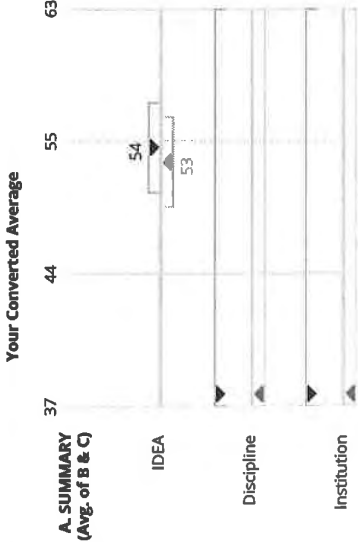
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	52	52
Discipline	52	52
Institution	52	52
E. Excellent Course		
IDEA	51	51
Discipline	52	52
Institution	51	52

14 Students Enrolled
10 Students Responded
71.43% Response Rate

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
--	-----------------------------	---------------------------------	------------------------------	---



Your Converted Average											
Your Average (5 Point Scale)							% of Students Rating		IDEA	Discipline	Institution
Student Ratings of Learning on Relevant Objectives											
Importance Rating			Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)			4.5	4.7	0	90	58	62	56	58	
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures			4	4.1	0	70	51	53	48	51	
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)			4.5	4.7	0	90	58	62	56	58	
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course			4.5	4.8	10	90	58	63	55	58	
Acquiring skills in working with others as a member of a team			3.6	3.8	20	60	45	48	46	49	
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)			4	4.2	10	70	54	56	48	53	
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)			3.3	3.3	30	60	41	41			
Developing skill in expressing myself orally or in writing			4.4	4.6	0	80	59	62	55	57	
Learning how to find, evaluate, and use resources to explore a topic in depth			4.3	4.5	0	70	56	60	55	57	
Developing ethical reasoning and/or ethical decision making			4.2	4.5	0	70	55	59	53	56	
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view			4.2	4.3	0	70	53	56	52	54	
Learning to apply knowledge and skills to benefit others or serve the public good			4	4.2	10	70	50	53	51	52	
Learning appropriate methods for collecting, analyzing, and interpreting numerical information			3.6	3.7	20	70	46	48			

Your Converted Average				
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.3	48	52	50
Difficulty of subject matter	3.3	48	54	49

Your Converted Average				
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.4	34	38	42
I really wanted to take this course regardless of who taught it.	3.8	53	55	49
When this course began I believed I could master its content.	4	52	53	52
My background prepared me well for this course's requirements.	3.7	49	49	49

Formative

Teaching Essentials			
	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	3.5	30% (1 or 2) 60% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Demonstrated the importance and significance of the subject matter	4.7	10% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.4	0% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.6	0% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.2	10% (1 or 2) 70% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.8	20% (1 or 2) 70% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.4	10% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Reflective and Integrative Learning			
	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.2	20% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.4	0% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.6	0% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4	0% (1 or 2) 60% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.3	0% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4.2	10% (1 or 2) 70% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Collaborative Learning			
	Your Average	Students Rating	Suggested Action
Formed teams or groups to facilitate learning	3.1	30% (1 or 2) 40% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	3.7	20% (1 or 2) 70% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Asked students to help each other understand ideas or concepts	2.8	50% (1 or 2) 40% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Active Learning			
	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.6	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Involved students in hands-on projects such as research, case studies, or real life activities	3.9	10% (1 or 2) 70% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.3	0% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	Mean	SD
<i>The Instructor:</i>								
Found ways to help students answer their own questions	0% (0)	30% (3)	10% (1)	40% (4)	20% (2)	10	0	1.12 3.5
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	20% (2)	0% (0)	20% (2)	60% (6)	10	0	1.17 4.2
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	10% (1)	40% (4)	50% (5)	10	0	0.66 4.4
Demonstrated the importance and significance of the subject matter	0% (0)	10% (1)	0% (0)	0% (0)	90% (9)	10	0	0.9 4.7
Formed teams or groups to facilitate learning	20% (2)	10% (1)	30% (3)	20% (2)	20% (2)	10	0	1.37 3.1
Made it clear how each topic fit into the course	0% (0)	0% (0)	10% (1)	40% (4)	50% (5)	10	0	0.66 4.4
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	10% (1)	20% (2)	70% (7)	10	0	0.66 4.6
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	40% (4)	20% (2)	40% (4)	10	0	0.89 4
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	0% (0)	40% (4)	60% (6)	10	0	0.49 4.6
Explained course material clearly and concisely	0% (0)	0% (0)	10% (1)	20% (2)	70% (7)	10	0	0.66 4.6
<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	Mean	SD
<i>The Instructor:</i>								
Related course material to real life situations	0% (0)	0% (0)	20% (2)	30% (3)	50% (5)	10	0	0.78 4.3
Created opportunities for students to apply course content outside the classroom	0% (0)	10% (1)	20% (2)	10% (1)	60% (6)	10	0	1.08 4.2
Introduced stimulating ideas about the subject	0% (0)	10% (1)	20% (2)	10% (1)	60% (6)	10	0	1.08 4.2
Involved students in hands-on projects such as research, case studies, or real life activities	10% (1)	0% (0)	20% (2)	30% (3)	40% (4)	10	0	1.22 3.9
Inspired students to set and achieve goals which really challenged them	10% (1)	10% (1)	10% (1)	30% (3)	40% (4)	10	0	1.33 3.8
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	20% (2)	0% (0)	10% (1)	30% (3)	40% (4)	10	0	1.49 3.7
Asked students to help each other understand ideas or concepts	30% (3)	20% (2)	10% (1)	20% (2)	20% (2)	10	0	1.54 2.8
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	10% (1)	50% (5)	40% (4)	10	0	0.64 4.3
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	10% (1)	0% (0)	30% (3)	60% (6)	10	0	0.92 4.4

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	10% (1)	30% (3)	60% (6)	10	0	0.67	4.5
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	30% (3)	40% (4)	30% (3)	10	0	0.77	4
Learning to apply course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	10% (1)	30% (3)	60% (6)	10	0	0.67	4.5
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	10% (1)	0% (0)	20% (2)	70% (7)	10	0	0.92	4.5
Acquiring skills in working with others as a member of a team	20% (2)	0% (0)	20% (2)	20% (2)	40% (4)	10	0	1.5	3.6
Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	10% (1)	0% (0)	20% (2)	20% (2)	50% (5)	10	0	1.26	4
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	20% (2)	10% (1)	10% (1)	40% (4)	20% (2)	10	0	1.42	3.3
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	20% (2)	20% (2)	60% (6)	10	0	0.8	4.4
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	30% (3)	10% (1)	60% (6)	10	0	0.9	4.3
Developing ethical reasoning and/or ethical decision making	0% (0)	0% (0)	30% (3)	20% (2)	50% (5)	10	0	0.87	4.2
Learning to analyze and critically evaluate ideas, arguments, and points of view	0% (0)	0% (0)	30% (3)	20% (2)	50% (5)	10	0	0.87	4.2
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	10% (1)	20% (2)	30% (3)	40% (4)	10	0	1	4
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	20% (2)	0% (0)	10% (1)	40% (4)	30% (3)	10	0	1.43	3.6
<i>The Course:</i> <i>On the next two items, compare this course with others you have taken at this institution.</i>									
Amount of coursework	0% (0)	0% (0)	70% (7)	30% (3)	0% (0)	10	0	0.46	3.3
Difficulty of subject matter	0% (0)	10% (1)	60% (6)	20% (2)	10% (1)	10	0	0.78	3.3

- Campus Labs

For the following items, choose the option that best corresponds to your judgment.

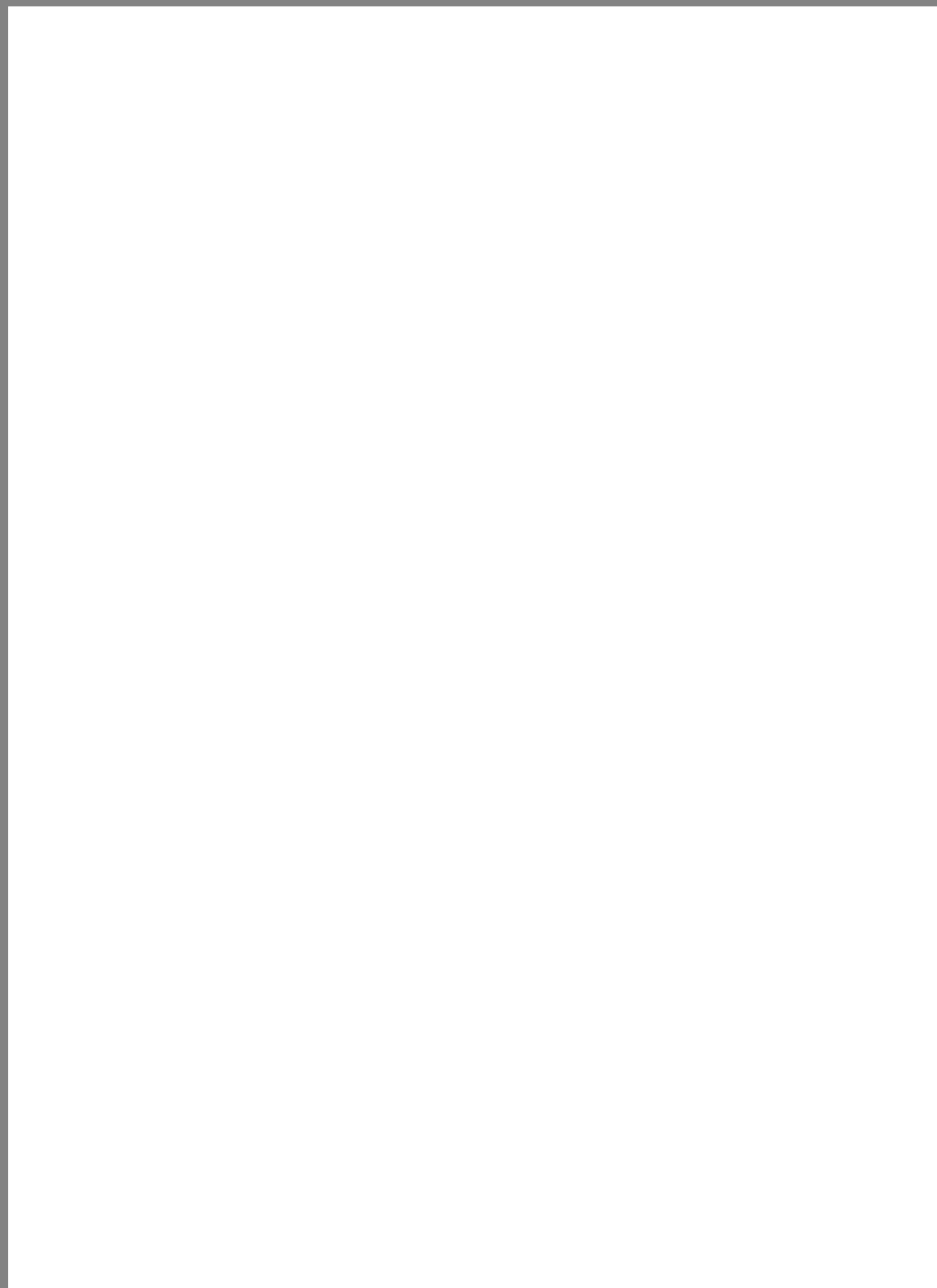
	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DN	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	0% (0)	60% (6)	40% (4)	0% (0)	10	0	0.49	3.4
I really wanted to take this course regardless of who taught it.	10% (1)	10% (1)	10% (1)	30% (3)	40% (4)	10	0	1.33	3.8
When this course began I believed I would regret its content.	10% (1)	10% (1)	0% (0)	30% (3)	50% (5)	10	0	1.34	4
This course's requirements prepared me well for	10% (1)	0% (0)	30% (3)	30% (3)	30% (3)	10	0	1.19	3.7
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	20% (2)	20% (2)	60% (6)	10	0	0.8	4.4
Overall, I rate this course as excellent.	0% (0)	10% (1)	20% (2)	10% (1)	60% (6)	10	0	1.08	4.2

Qualitative

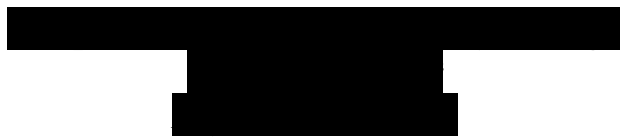
Comments -

- I have loved every minute of being in the classroom! I thought each to the Hybrid ICN public speaking course was a great way to teach it. We had some technical difficulties, but we overcame them. Overall I learned a lot about Public Speaking and the book was super easy to read and understand. There was a lot to do in the class but having a week to accomplish the tasks that was appropriate amount of time. By the expectations on the first day of class which was great. You knew how the class was going to go and what his expectations were of you. Jeff does a great job. Thank you so much, I TOO MUCH ONLINE WORK WEEKLY COULD BE LESSENE DONT BE SO HARD ON YOUR STUDENTS ON GRADING
- The weeks where we have the huge speeches, I think you should divy up the homework so it's not too much one week and less on another.

insert TAB



***Graduate Study:
A Survey of Taste of College Students from the
Class of 2007***



INTRODUCTION

Each spring, [REDACTED] conducts a follow-up study of participants in the Taste of College program who graduated high school one year prior. This graduate survey is designed to address such issues as student satisfaction with various facets of the Taste of College [REDACTED] program, including how well the program prepared them for college and the transferability of Taste of College credits. This instrument was modeled on the post-graduate survey provided by NACEP. It is administered and evaluated by the Taste of College staff, with guidance from [REDACTED] Director of Institutional Research.

Methodology

Taste of College utilized the online survey tool, Survey Monkey, to administer and collect survey responses. Letters were sent to 1944 former Taste of College students who were members of the Class of 2007 on May 26, 2008 containing the website address for the electronic survey. Follow-up emails were sent on June 3 and June 16, 2008 to the 1508 graduates for whom we had email addresses. Surveys were due on June 20, 2008. 58 surveys were returned as undeliverable. A total of 289 of the remaining 1886 former Taste of College students returned completed surveys, for an adjusted response rate of 15%. This was a huge improvement over last year's one-year graduate survey in which we had only 145 respondents. This increase in response was most likely due to the fact that we offered to award a gift card to a respondent in the recent survey; almost all respondents asked to be placed into the random drawing for the gift card.

A summary of major findings of the study follows. We have included the survey instrument and results for the graduate survey of the Class of 2007. Verbatim comments for each survey are available from the Taste of College office.

SUMMARY OF FINDINGS

Taste of College Experiences

- Most graduates agreed or strongly agreed that they were better prepared academically for college (69.6%), developed more realistic expectations about the academic challenges of college (63.4%), and were more confident about their ability to succeed in college (64.9%). It is interesting to note that for each statement regarding their academic preparation and confidence, roughly a quarter (and sometimes a third) of graduates were neutral about the effects of Taste of College.
- The majority of graduates credited Taste of College with improving their skills. They said it strengthened their study habits (52.5%), writing skills (50.7%) and analytical thinking skills (68.7%). In addition, there were many respondents who were neutral as the effect of Taste of College on their study, writing, and thinking skills (34.8%, 36.2%, and 22.9%, respectively). This may reflect the fact that many Taste of College students were already “good” students before they took a concurrent enrollment course and may not feel that Taste of College, therefore, improved their skills. Another reason that the number whose writing skills were strengthened was not higher may be because not all Taste of College students take a writing-intensive concurrent enrollment course.
- Using a 15-credit semester as a guide for on-time degree completion, almost three-quarters (73.0%) said that they earned less than one semester’s worth of credits. Almost a quarter (21.3%) earned at least one semester’s worth, but less than two. 5.3% had at least one year’s worth of credits.
- The graduates were very satisfied with their Taste of College experience. A remarkable 92.8% rated their overall experience as good or excellent. Almost all graduates (97.4%) would recommend the Taste of College program to a current high school student.

Current College Experience

- The majority were attending college with 25.6% enrolled in a community college and 65.8% in a 4-year college. Based on the students who provided their college’s name, 84.0% stayed in [REDACTED] State to attend college. Most of the community college students were attending [REDACTED] (69.8%). More than one-third (39.4%) of the students at 4-year schools were in the public university [REDACTED] and an equal number were in private colleges in [REDACTED]
- Of the 21 students (7.5%) of graduates who were not attending college, many indicated elsewhere that they had taken some time off and intended to apply to college soon. One indicated that she already finished community college before receiving the survey. Another gave conflicting responses in that she indicated in a later question that her credits transferred to her current college.

Taste of College Credit Transferability

- The answers to questions about transferring Taste of College credits were somewhat confusing and conflicting. For example, some checked that they didn't send a transcript nor try to transfer credits and yet later indicated that they had credits accepted or attended [REDACTED] (even though this was provided a separate answer choice).
- Only 59.1% of graduates had [REDACTED] send a transcript to their college; 15.2% discussed transferring credits with their college and 6.4% had course materials sent to the college. 6.8% responded that didn't need to transfer credits because they are currently at [REDACTED].
- A surprising 19.3% said that they didn't even attempt to transfer their credits. Of those that answered that they didn't try to transfer their credits, in Question 7, five said they were exempted from a required course, two started in a more advanced course, three had some credits accepted by the college, and one had all credits accepted by the college. Therefore, it is obvious that they still received some benefits associated with a transfer even without apparently requesting the transfer. Based on the written statements under "Other" for Questions 6 and 7, common reasons for not attempting to transfer credits were that they hadn't gotten around to it, they didn't know how to transfer them, or they are currently (or will be) attending [REDACTED] (even though this was a separate answer choice, they didn't use it in Question 6).
- Ten graduates said that their college would not accept college credit for concurrent enrollment courses; three were attending Cornell, a university that rarely accepts concurrent enrollment credits (although two other Cornell students in the survey said that their credits were accepted); another was at [REDACTED], a college that does regularly accept Taste of College credits (four other [REDACTED] students said in the survey that the college accepted their credits); the others were at Rice University, Hobart and William Smith College, York College, Rennselaer Polytechnic Institute, and Olin College. In their comments, graduates did make a point of requesting that Taste of College attempt to get more colleges to accept concurrent enrollment credits. This is an area of concern for the program and one that may become more difficult as more universities announce that they may discontinue accepting concurrent enrollment credits. It is hoped that continuous program improvements and accreditation will help in ensuring credit transferability.
- 33.6% of the respondents indicated that they were exempted from taking a required course because of their Taste of College credit. Taking Taste of College allowed 15.8% of respondents to start in a more advanced course in college. A plurality (47.5%) said that their college accepted all of their [REDACTED] credits earned through Taste of College, while 14.3% said that their college accepted some of their credits. Several of the comments under "Other" indicated that the numbers were lower because not all students are currently in college, nor did all even attempt to transfer their credits (most written responses indicated that graduates just assumed that the credits would apply towards their current major or that the college wouldn't accept them, or they didn't get around to transferring them yet).

Student Background

- To ascertain whether the Taste of College program reached students who are first-generation college, we asked whether their parents went to college, whether or not they graduated. 20% of total respondents said that their parents did not attend college. Among graduates not currently in college, 25% of those have parents who did not attend college.
- When asked if they considered themselves to be from a low-income background (qualifying for a Pell grant or free/reduced lunch in high school were given as two indicators of low-income status), 28.8% said yes. As evidence that income status still plays a major role in whether students go on to college, even when they have earned some concurrent enrollment credits, 40% of graduates not currently in college considered themselves to be from a low-income background.

Comments about Taste of College Experience

Below is a selection of comments made by graduates about their experiences with the Taste of College [REDACTED] program. A total of 96 respondents submitted a comment.

“It is a great way to get used to classes at the college level without leaving the comfort zone that is one's own high school.”

- [REDACTED] High School graduate, SUNY Buffalo student

“Making more of these sort of options available to students will help them be money ahead in the long run. I can't afford 4 years of school, and have to complete my degree in 3. The credits I earned through the Dual Credit Program made a big difference to my academic future.”

-High School graduate, University of Kentucky student

“This was a great experience that really got me further ahead in my college career. I am starting out ahead of everyone in my class and am able to have a more flexible and relaxed schedule because of this.”

- [REDACTED] High School graduate, [REDACTED] student

“Taking these classes was one of the best decisions I made in high school. It saved me both money and time in college.”

- [REDACTED] High School graduate, LeMoyne College student

“Really helps to see what a college course load is like”

- [REDACTED] High School graduate, [REDACTED] College student

“This program is a great opportunity for students to explore fields they may be interested in studying and testing their skills in those areas at a college level.”

-Anonymous

“I felt some classes helped me more in college than others.”

- [REDACTED] High School graduate, Columbia University student

“Although credits did not [all] transfer I gained the knowledge to do well in a similar course.”

- [REDACTED] High School graduate, Bucknell University student

“It was challenging, but helped prepare for whatever college I ended up at. It pushed me which I believe is important about education.”

- [REDACTED] High School graduate, Student at a 4-year College

The comments were generally positive, in particular about the financial benefits, especially if they were graduating early due to Taste of College credits. Seven mentioned that their Taste of College courses didn't necessarily prepare them better for college, mainly because it was really difficult to get the “college experience” when in a high school setting, they only took one or two classes and so thought the effect on their preparedness was negligible, or the fact that not all concurrent enrollment courses were equal in difficulty or relevant to their majors. Three indicated that more guidance was needed on how to transfer credits. Taste of College provides information to students, counselors, and teachers on how to transfer credits and the information is available on our website; we were reviewing how this information gets to students and how improvements can be made. Three said that they wished there had been more concurrent enrollment opportunities available in their school. Five commented on how their credits didn't transfer as well as they had hoped. Taste of College will continue track and work with 4-year institutions that do not accept our credits; we will also improve our communication to students regarding the importance of petitioning their institutions to accept their credits.

**Students Four Years Out of High School
NACEP Alumni Survey, 2015**

Report by:

**Dean of Institutional Effectiveness and Enrollment Planning
Spring 2015**

Background: As an ongoing part of its regular assessment program, the [REDACTED] Early College Program partners with the Institutional Effectiveness Office to conduct periodic studies of graduates of the program. This report contains results of the 2015 survey.

Methodology: Two mailings were sent out in spring, 2015 to graduates of the [REDACTED] Program. Responses were received from 74 graduates, which is a response rate of 12.8%. Based on the responses obtained from the students, results of the survey are presented below.

The first question asked students to identify the High School from which they graduated. Of the 622 students in the survey sample, 74 responded with a response rate of 12.8%. There were 46 undeliverable surveys that were not counted in the total sample. The table below provides details of the high schools attended by the students as well as the number of [REDACTED] College credits earned per the request of question 2 below.

1. I graduated from
2. The number of [REDACTED] college credits I earned by taking [REDACTED] courses is _____.

N=74

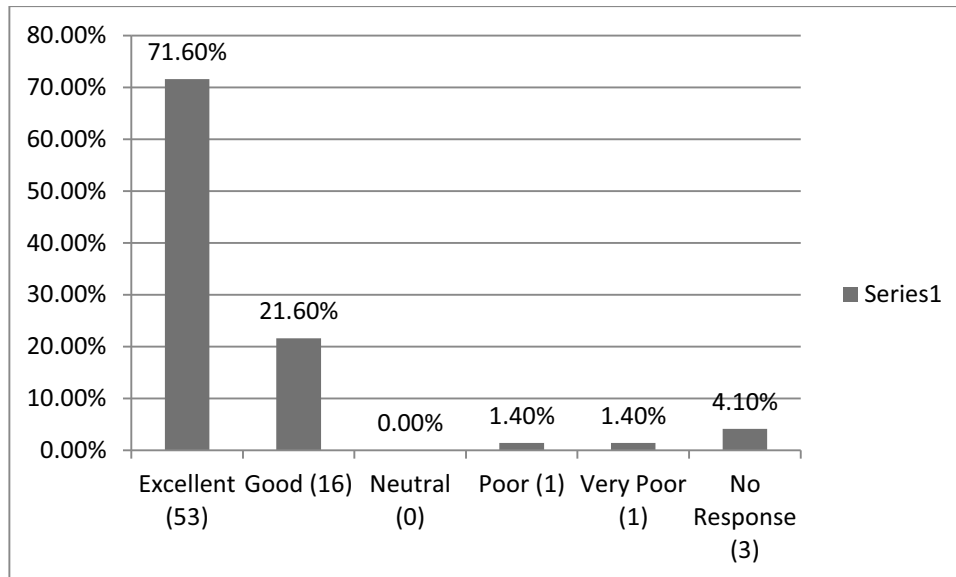
High School	City/State	Alternate Location	City/State	SUNY Broome Credits
[REDACTED]	[REDACTED]			4
[REDACTED]	[REDACTED]			6
[REDACTED]	[REDACTED]			9
[REDACTED]	[REDACTED]			12
[REDACTED]	[REDACTED]			3
[REDACTED]	[REDACTED]			3
[REDACTED]	[REDACTED]			3
[REDACTED]	[REDACTED]			9
[REDACTED]	[REDACTED]			6
[REDACTED]	[REDACTED]			15
[REDACTED]	[REDACTED]			12
[REDACTED]	[REDACTED]			18
[REDACTED]	[REDACTED]			12
[REDACTED]	[REDACTED]			9
[REDACTED]	[REDACTED]			6
[REDACTED]	[REDACTED]			7
[REDACTED]	[REDACTED]			6
[REDACTED]	[REDACTED]			30
[REDACTED]	[REDACTED]			14
[REDACTED]	[REDACTED]			6
[REDACTED]	[REDACTED]			6
[REDACTED]	[REDACTED]			4
[REDACTED]	[REDACTED]			17
[REDACTED]	[REDACTED]			3
[REDACTED]	[REDACTED]			6
[REDACTED]	[REDACTED]			3
[REDACTED]	[REDACTED]			9
[REDACTED]	[REDACTED]			1
[REDACTED]	[REDACTED]			3
[REDACTED]	[REDACTED]			6
[REDACTED]	[REDACTED]			30
[REDACTED]	[REDACTED]			27
[REDACTED]	[REDACTED]			NR

				9
				6
				6
				8
				4
				6
				NR
				3
				Don't know
				6
				12
				4
				6
				3
				11
				6
				7
				6
				3
				18
				12
				7
				20
				8
				6
				3
				4
				3
				NR
				6
				3
				3
				6
				9
				30
				8
				6
				8
				10
				3
				3

Participants in the program came from several area high schools who enrolled in the credit courses offered. The lowest enrolled credit per student was 1 and a high of 30. Thus, on average, each student took 8 credits. The credits accrued from the enrollment has benefited the college in terms of increased headcount and FTEs. The students have also benefited by way of earning college credits that are transferable making it possible for them to graduate from college timely. The merits of the program are observed in increased enrollment of high school students since its inception. Enrollment increased from 779 in fall 2013 to 983 in fall 2015.

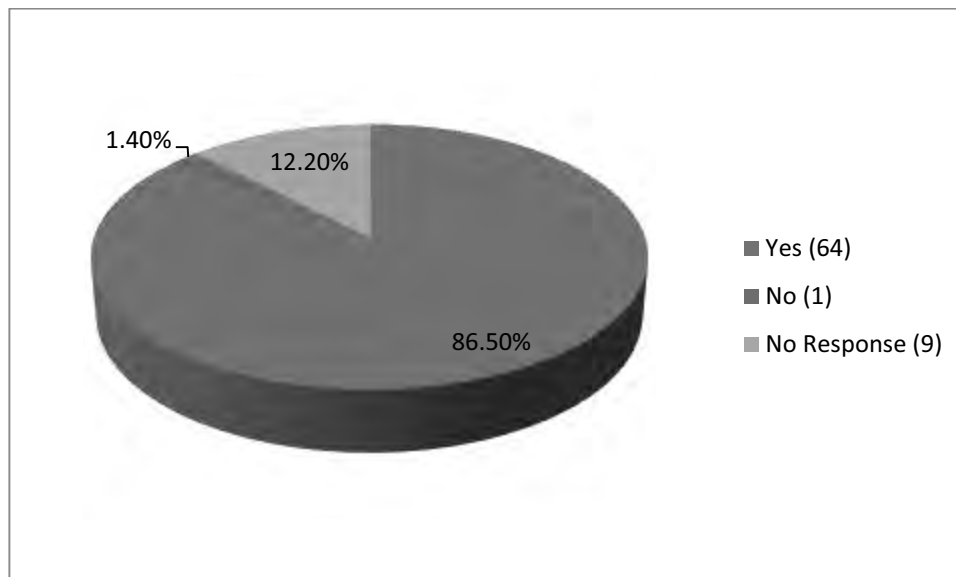
3. I would rate my overall experience with CEP: N=74

The students provided very high favorability ratings with regard to their experience with the CEP Program as shown in the bar graphs below. This provides evidence about the strength of the program. A win-win situation is developed where the students are able to attain their educational goals while [REDACTED] is also able to increase its enrollment. Perhaps, there should be an open-ended question added to the survey where students who claim they did not have a good experience can state why. Input gathered on this could be used to improve the program.



4. I would recommend CEP to current high school student: N=74

The overwhelming majority of the students (86.50%) were willing to recommend the program to current high school students. This is indicative of the strength and success of the program. The pie chart below shows the results.



5. I took CEP courses in the following discipline(s): (Check all that apply)

The table below provides details on the varied disciplines from which the respondents took CEP courses.

Liberal Arts	Number	Science/Tech/Engineering/Math	Number
Art & Design	7	Biology	2
Communication/Media Arts	2	Chemistry	2
Economics	10	Computer Science	2
Foreign Language	37	Engineering Tech	0
Government	13	Mathematics	9
History/Social Science	18	Physics	1
Psychology	2	Physical Sciences	2
Teacher Education	0	Other: Forensics	2
Other: English	10	Environmental CAD	1
Public Policy	1	Anatomy	1
College Writing	1		
Writing	1		
Anthropology	1		
Business & Public Services	Number	Health Sciences	Number
Business	3	Health Information Technology	0
Business Information Technologies	3	Medical Terminology	0
Other: Public Policy	1		

The highest enrolled courses appear to be in Liberal Arts with total enrolled courses ranging between 1 and 37. STEM had the second highest enrollment between 1 and 9 courses followed by Business and Public Services with a total of 7 courses. There were no Health Sciences enrollment. Considering the low enrollment in business courses and none in Health Sciences, a need exists for the CEP program to work with faculty at the college and participating high schools to put measures in place to grow enrollment in these areas.

6. By taking CEP course(s), I: N=74

Majority of the respondents agreed or were in strong agreement that the program prepared them for college. It also made them develop realistic expectations about college, and increased their confidence to succeed in college as well as improve their study skills. Fewer than the majority, however, felt that the program made them consider enrolling in college for the first time and improved their time management skills. The result shows that the program is making a great impact in preparing the participants for success in college even though 47.3% of the students were planning on going to college before the program. There were, however, 19% of the students who were in agreement that the CEP program made them consider college. This is quite significant. These students may probably have ended their educational pursuits after high school but for the CEP program. More outreach needs to be made to get more economically challenged, yet brilliant students to get into the college pipeline through the CEP program.

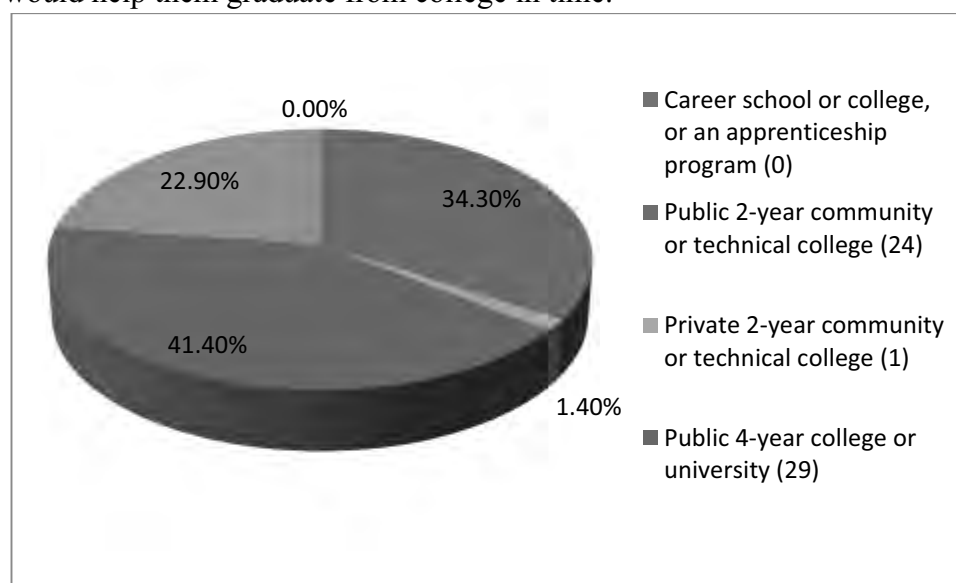
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NR	Mean
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Was better prepared academically for college	29.7%	52.7%	13.5%	4.1%	0.0%	0/0%	4.08
Developed more realistic expectations about college	18.9%	40.5%	32.4%	6.8%	0.0%	1.4%	3.73
Was more confident about my ability to succeed in college	25.7%	41.9%	27.0%	4.1%	0.0%	1.4%	3.90
Considered, for the first time, enrolling in college	6.8%	12.2%	32.4%	9.5%	37.8%	1.4%	2.40
Improved my study skills	5.4%	44.6%	33.8%	10.8%	2.7%	2.7%	3.40
Improved my time management skills	1.4%	47.3%	31.1%	10.8%	2.7%	1.4%	3.45

7. Please describe what you did immediately after high school (select only one)

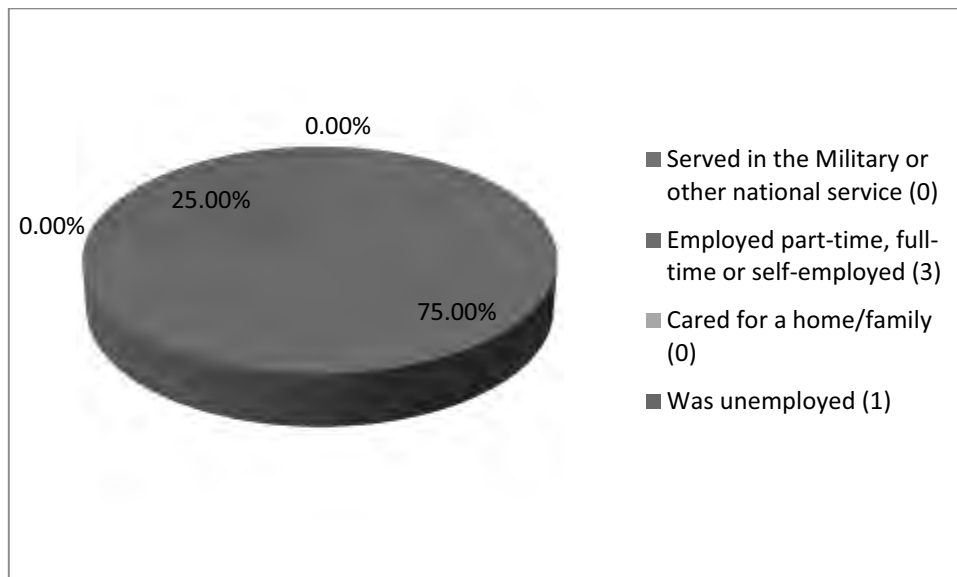
I continued by education within a year of graduating in a (N=70)

Majority of the respondents (77.1%) continued their education to a two or four-year college right after high school while a few of them did not. The pie chart below exhibits the results. It could be deduced from the data that the program has played an important role in creating pathways for the students as far as preparation for higher education is concerned. More so, the credits to be transferred would help them graduate from college in time.



I did not continue my education within a year of graduating. I initially (N=4)

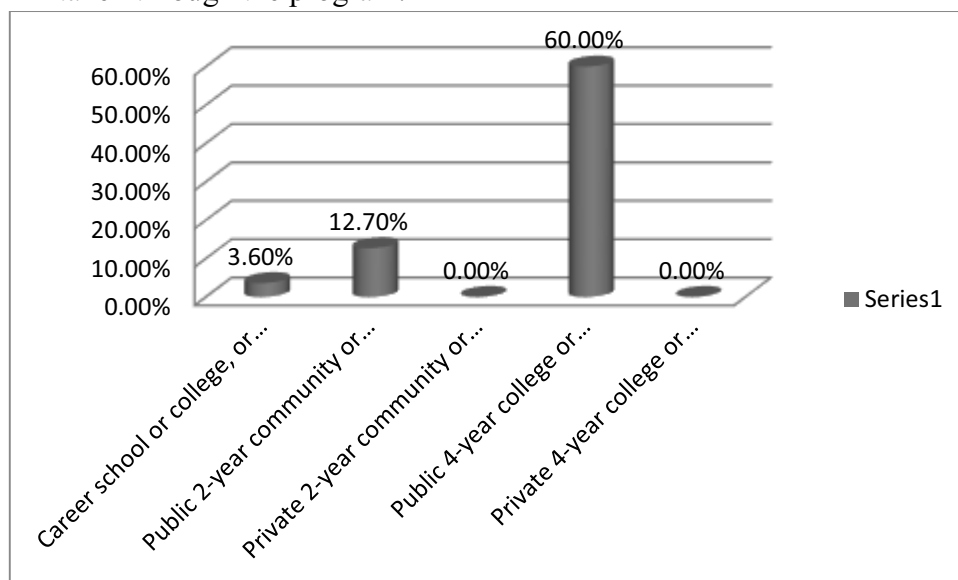
A small number of the students (3.75%) decided to get part-time employment. Small as this is, the program may want to educate these students about financial aid and scholarship opportunities at the college and other institutions if finances appear to be the limiting factor to transition to college after high school graduation.



8. Please describe what you are currently doing (select only one option)

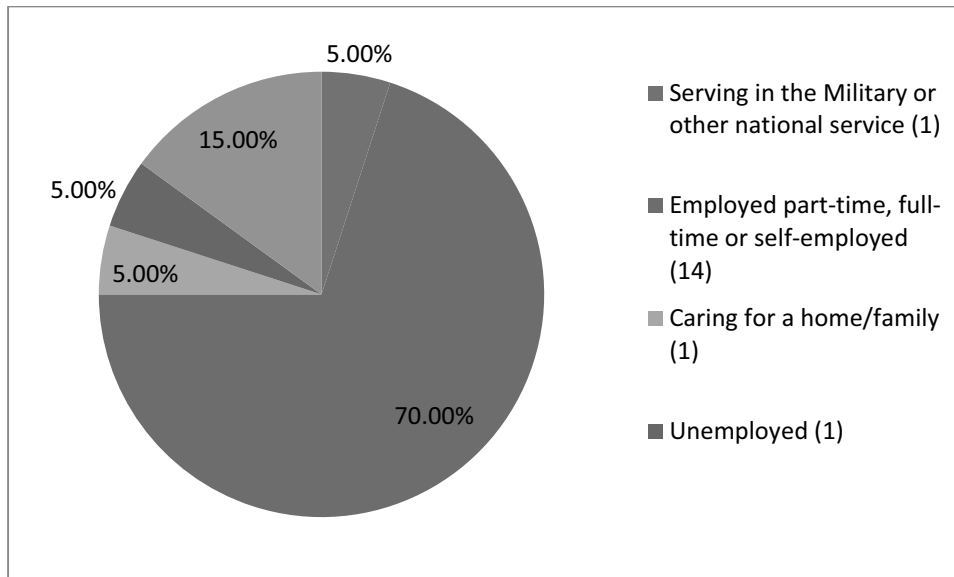
I am continuing my education in a (N=55)

The current educational preferences of the respondents are shown in the bar graphs below. All the respondents to the question proceeded to some form of higher education. This shows the strength of the program in getting program participants educated beyond high school and college level courses taken through the program.



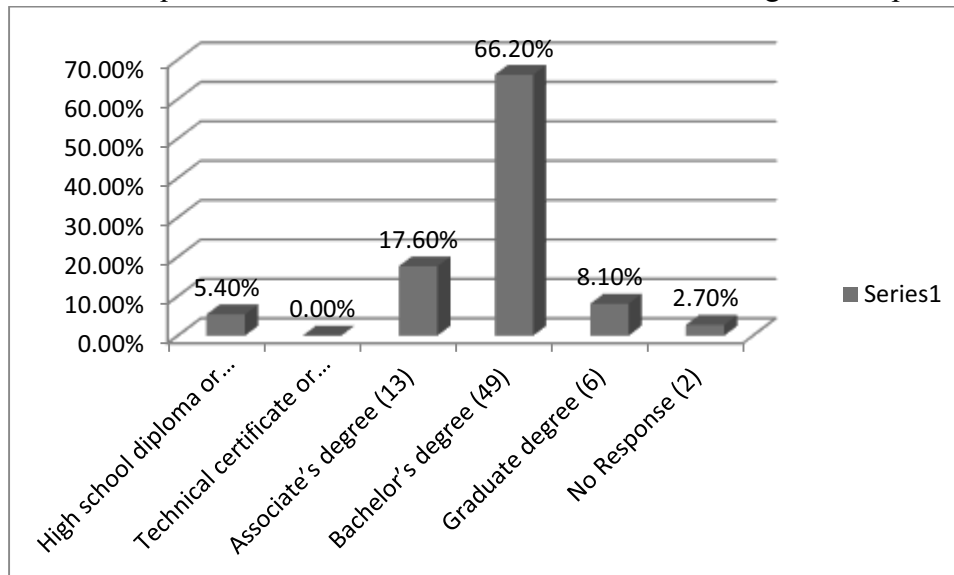
I am not currently continuing my education. I am (N=20)

Some of the students are, however, engaged in endeavors other than education as shown below. In as much as this is the case, it is the hope that the experience and interest toward college garnered by the students through the program would make them get back to college to complete certificate and degree programs in their chosen fields of study.



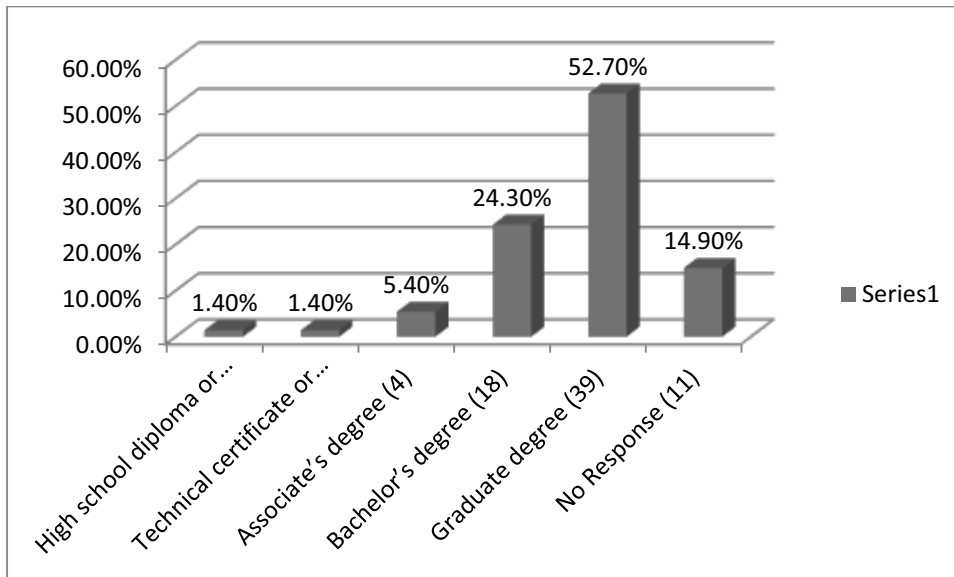
9. The highest degree or certificate I have earned or am currently pursuing is a : (N=74)

The highest degree preferences of the students are indicated below. Evidently, 83.8% of the students are intent on earning an Associate or Bachelor's degree with 8.1% planning on earning graduate level degrees. While it could be argued that some the students may already have been motivated to complete college prior to participation in the CEP program, it could equally be argued that the program has influenced quite a member of the students to consider college as an option.



10. The highest degree or certificate I eventually plan to obtain is a : (N=74)

Majority of the CEP students are interested in obtaining graduate level degrees. The bar graphs below show details of the responses. This is indicative of the role played by the program to sustain the interest of the students to achieve their academic goals.



11. & 12. (N=66)

The greater proportion of the program participants were able to complete their Bachelor's degrees in less than four years. In fact, the average completion rate was approximately 3 years. This is significant considering the fact that it takes the average student more than 5 years to obtain a Bachelor's degree. The self-reported average GPA for these students is approximately 3.5. This is indicative of great success as some of the students could easily gain admission into graduate programs based on their GPA. With the new [REDACTED] performance improvement funding being introduced by [REDACTED], which has degree completion as a measure, increased completion rates of these students would count toward the measure in situations where they earn credentials from [REDACTED]

I	Degree	in Years	GPA
Completed	Bachelor's Degree	4	3.4
Completed	Associate's Degree	2	3.6
Anticipate completing	Bachelor's Degree	4	3.78
Completed	Associate's Degree	2	3.65
Completed	Bachelor's Degree	3.5	2.7
Completed	NR	4	3
Anticipate completing	Bachelor's Degree	4	3.84
Completed	Bachelor's Degree	1	3.1
Anticipate completing	Bachelor's Degree	1	3.7
Completed	Bachelor's Degree	4	3.7
Completed	Bachelor's Degree	4	3.46
Anticipate completing	Bachelor's Degree	2	2.98
Completed	Bachelor's Degree	1	NR
Anticipate completing	Bachelor's Degree	NR	3.97
Anticipate completing	Bachelor's Degree	4	3.9
Anticipate completing	Bachelor's Degree	5	3.74
Completed	Bachelor's Degree	4	3.2
Anticipate completing	Bachelor's Degree	1	3.2
NR	NR	NR	3.8
Anticipate completing	Bachelor's Degree	5	3.1
Completed	Associate's Degree	NR	3.1
Completed	Associate's Degree	3	3.4

Anticipate completing	Associate's Degree	0.5	3
Anticipate completing	Associate's Degree	2	2
Anticipate completing	Bachelor's Degree	1	3.94
Anticipate completing	Bachelor's Degree	4	3.4
Anticipate completing	Associate's Degree	0.5	3
Anticipate completing	Bachelor's Degree	3	3.5
Anticipate completing	Associate's Degree	0.5	3
Completed	Bachelor's Degree	0.5	2.8
Completed	Bachelor's Degree	3	3.6
Anticipate completing	Bachelor's Degree	1	3.87
Completed	Bachelor's Degree	3	3.7
Completed	Associate's Degree	2	NR
Anticipate completing	Associate's Degree	10	NR
Completed	Associate's Degree	2	3.6
Anticipate completing	Bachelor's Degree	0.5	3.49
Completed	Bachelor's Degree	2.5	3
Completed	Bachelor's Degree	4	3.95
Completed	Bachelor's Degree	3.5	3.7
Completed	Bachelor's Degree	4	3.5
Completed	Associate's Degree	2	3.6
Completed	Bachelor's Degree	3.5	3.48
Anticipate completing	Bachelor's Degree	4	3.58
Anticipate completing	Bachelor's Degree	0.5	3.65
Completed	Associate's Degree	2	3.8
Completed	Associate's Degree	2	3.75
Anticipate completing	Bachelor's Degree	4	3.5
Completed	Bachelor's Degree	3	NR
Anticipate completing	Associate's Degree	1	3.5
Anticipate completing	Bachelor's Degree	2	4
Anticipate completing	Bachelor's Degree	NR	NR
Completed	Bachelor's Degree	4	3.2
Completed	Associate's Degree	1.5	3.1
Anticipate completing	Bachelor's Degree	4	4
NR	NR	NR	3.9
Completed	Associate's Degree	1.5	3.8
Completed	Bachelor's Degree	1	3.7
Anticipate completing	Bachelor's Degree	4	3.56
Completed	Bachelor's Degree	2.5	3.25
Anticipate completing	NR	NR	NR
Anticipate completing	Bachelor's Degree	4	3.54
Completed	Associate's Degree	2	3.4
Anticipate completing	Bachelor's Degree	0.5	3.96
Anticipate completing	Bachelor's Degree	4	3.4
Anticipate completing	Bachelor's Degree	0.5	3

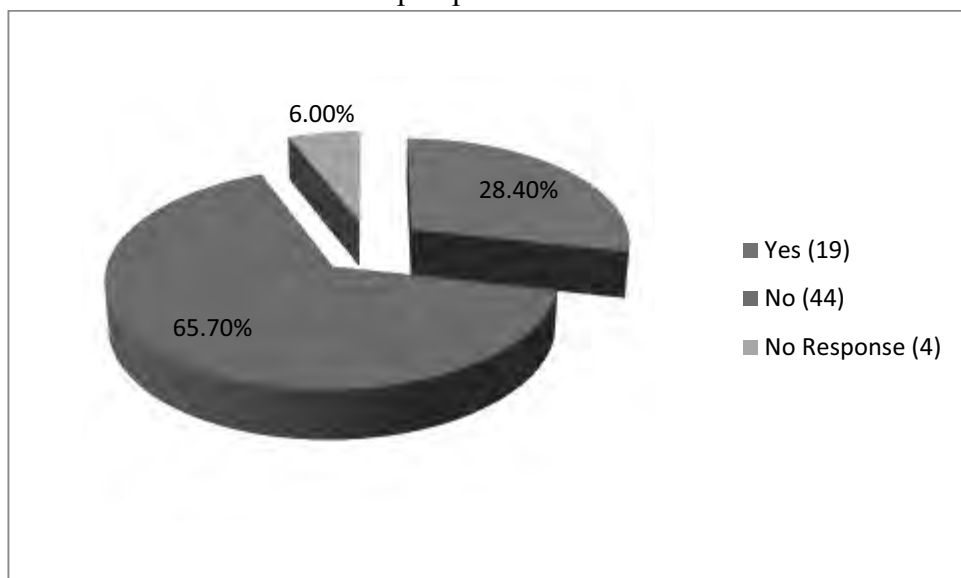
12. I am currently or most recently was enrolled in postsecondary coursework at (N=57)

The table below shows the institutions of higher learning that some of the students were currently enrolled in or recently took some courses at. Through the CEP program, the participants were able to gain admission into some top institutions within the College system as well as nationally as seen below. This is reflective of the success of the program.

School	City/State
Holiday College	Chapel Hill, NC
Assessment University	California, NY

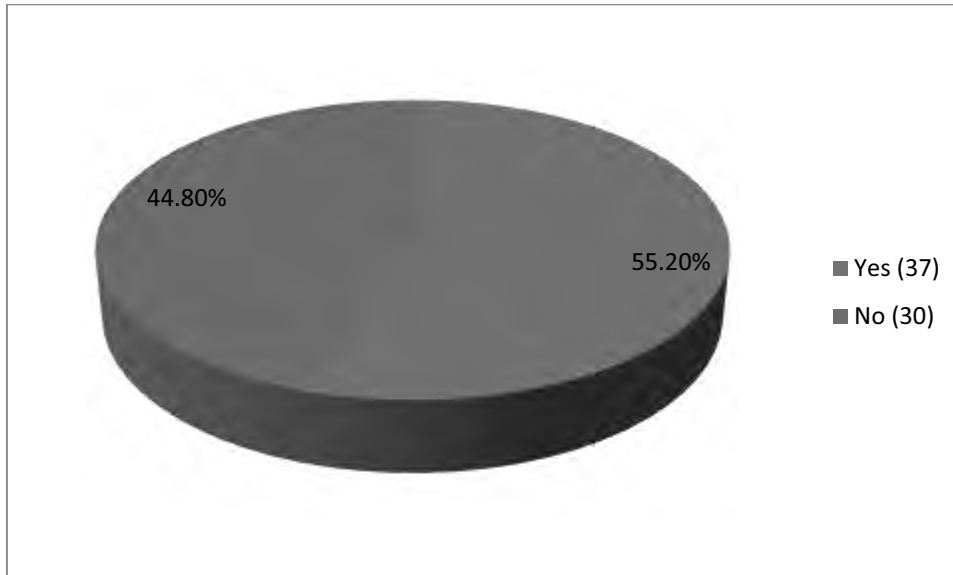
13. I qualified for a Pell Grant for college. (N=67)

Twenty eight percent of the students are eligible for Pell Grant while 65.7 percent are not. Four of them did not respond to the question. This shows that most of the students are from economically resourced families and, therefore, are likely to have their needs met to help them focus on school for success. The program may need to be more involved in recruiting Pell eligible talented students into the program to ensure better future economic prospects for them.



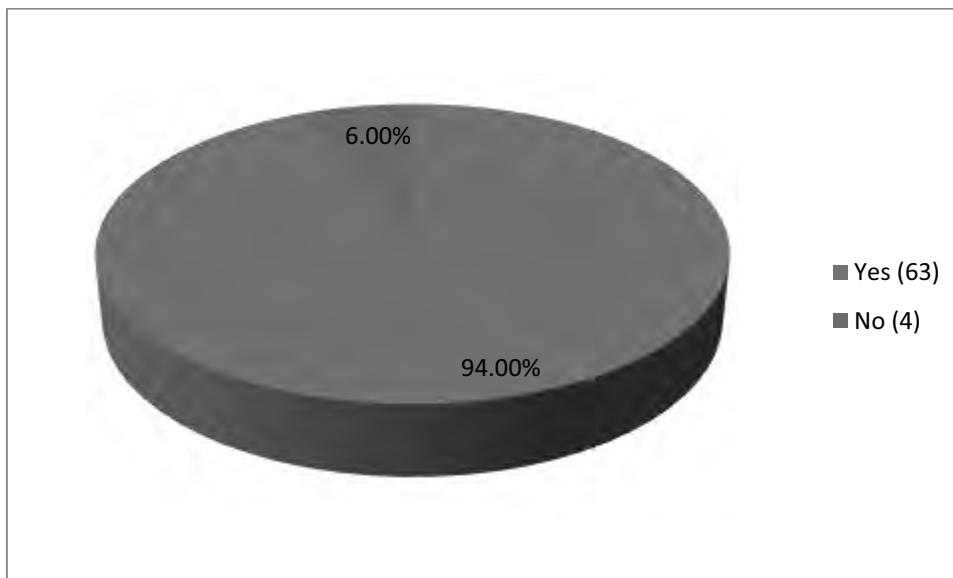
15. The CEP course(s) was/ere at least as challenging as the courses I enrolled in at my current or most recent college or university. (N=67)

The greater majority of the students concurred to the academic rigor of the courses they took in the program compared to the rigor at institutions they are currently enrolled in or were recently enrolled in. The pie chart below shows the results. The program has thus prepared these students for the rigor associated with college academic work. This includes aspects like study skills, note taking, college level writing among other considerations. This may explain why most of the students were able to complete at least a Bachelor's degree with very good cumulative grade point averages.



16. I attempted to transfer some or all of the [REDACTED] course credits earned through CEP to my current or most recent college or university. (N=67)

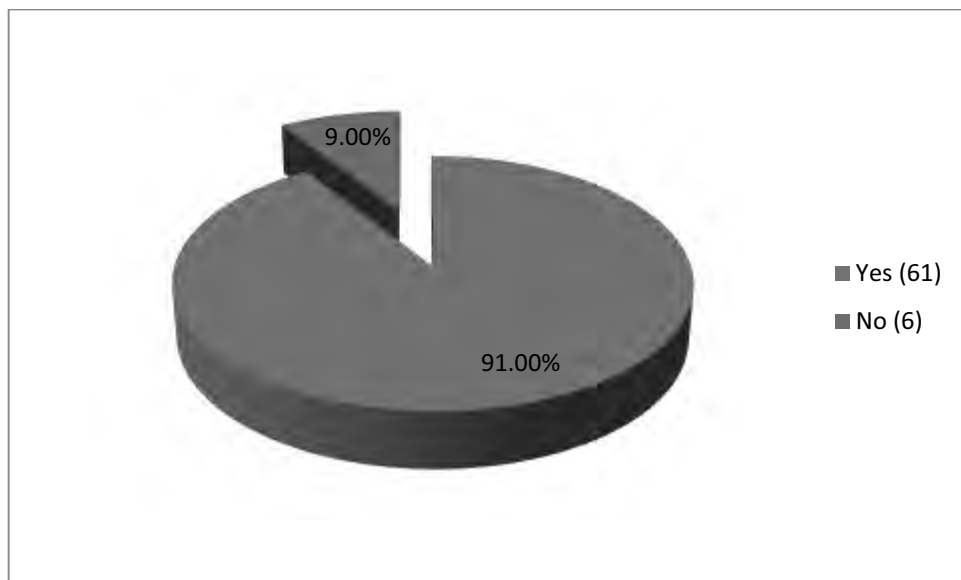
Ninety four percent of the program participants made some attempt to transfer their CEP credits to other colleges while only six percent did not. The pie chart below reveals the proportions. With this, the students are able to not only save on the cost of educating themselves, but, also considerably cut down on time to degree completion.



17. I was able to successfully transfer some or all of the [REDACTED] credits I earned through CEP to my current or most recent college or university. (N=67)

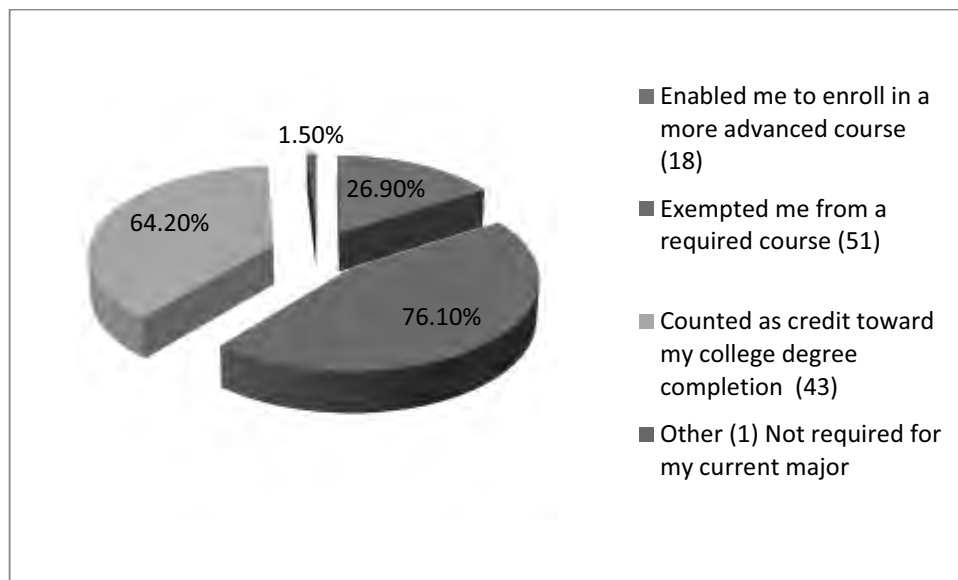
Ninety-one percent of the program participants were able to successfully transfer credits to other colleges while nine percent did not. This is shown in the pie chart below. The program needs to

investigate why some of the credits could not be transferred and make amends to ensure all credits are transferrable in the near future.



If yes, the credits (check all that apply)

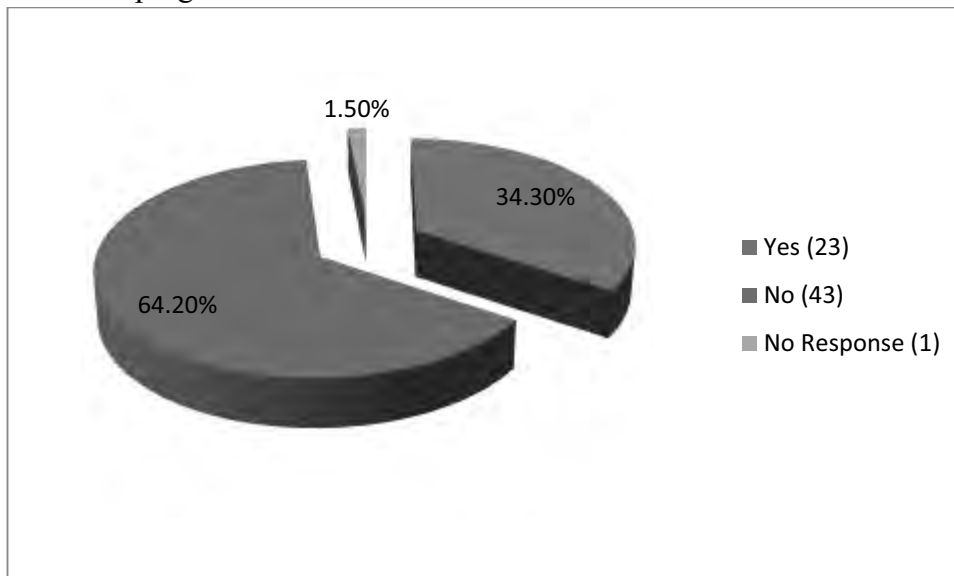
As evident in the chart below, 76% of the program participants got exemptions due to accrued credits from the program to take higher level college courses. Sixty-four percent were able to transfer credits that counted toward college completion; approximately 27% were able to enroll in advanced college level courses. These contribute to increased retention and graduation rates.



18. [REDACTED] credits I earned in high school reduced the amount of my student loans and/or my tuition (N=67)

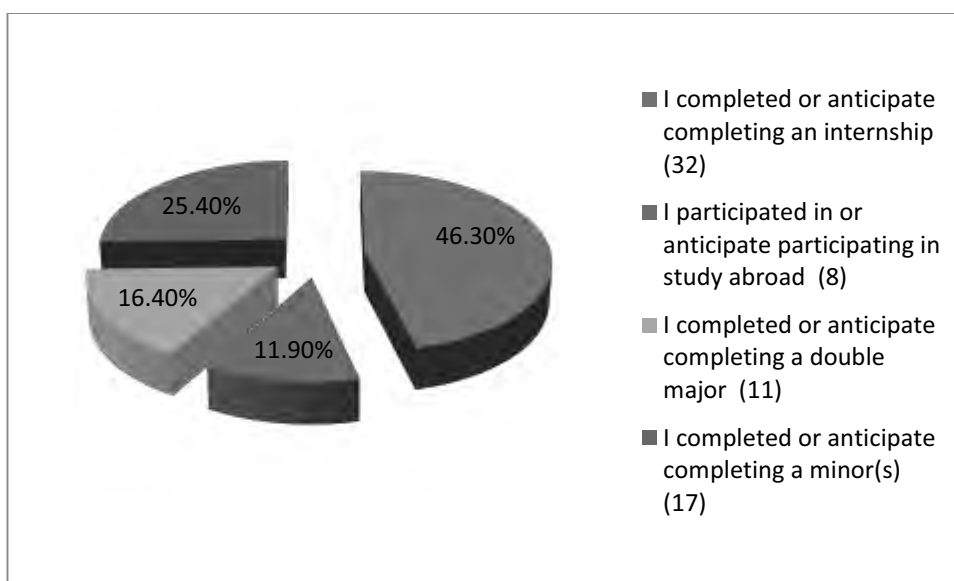
Even though 64% of the respondents were of the view that the credits earned through the program while in high school did not reduce their student loans, the 34% that responded in the affirmative could be

considered worth noting. The debt reduction is very helpful to the students as they are able to settle into life after school with less debt. They are, therefore, in the position to own homes and raise a family if they chose to. The CEP program should provide more information to the students about the cost of college. That may help the students have a better appreciation on the importance of joining the program so they save on college cost. This may be a driving force to get more students enrolled in the program.



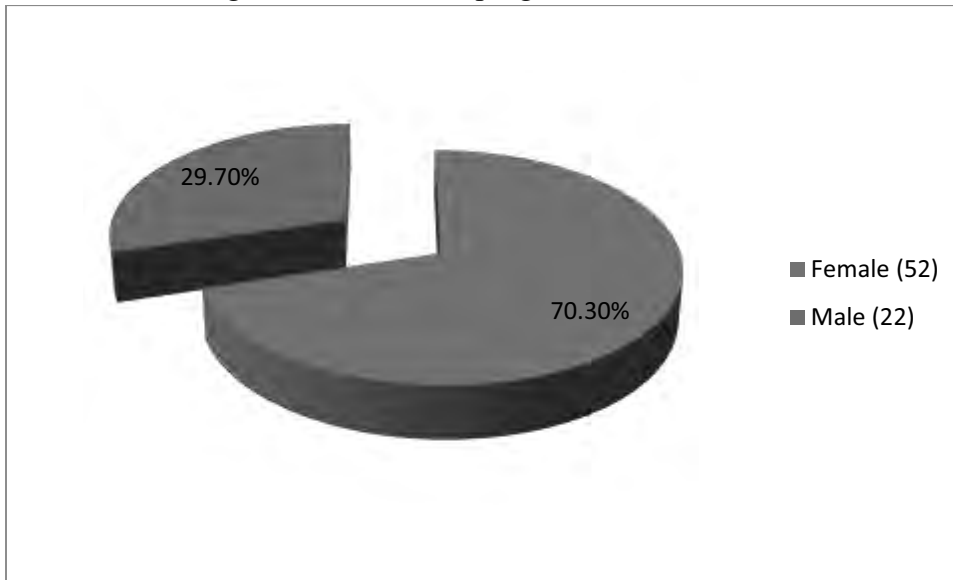
19. The following describes my undergraduate educational experience (check all that apply)

As a result of the program, the students were exposed to some good undergraduate educational experiences as shown in the pie charts below. Participation in internship and study abroad programs imbue in the students not only skills and knowledge needed for the job market, but, also cultural competency skills needed to work with diverse populations through study abroad programs.



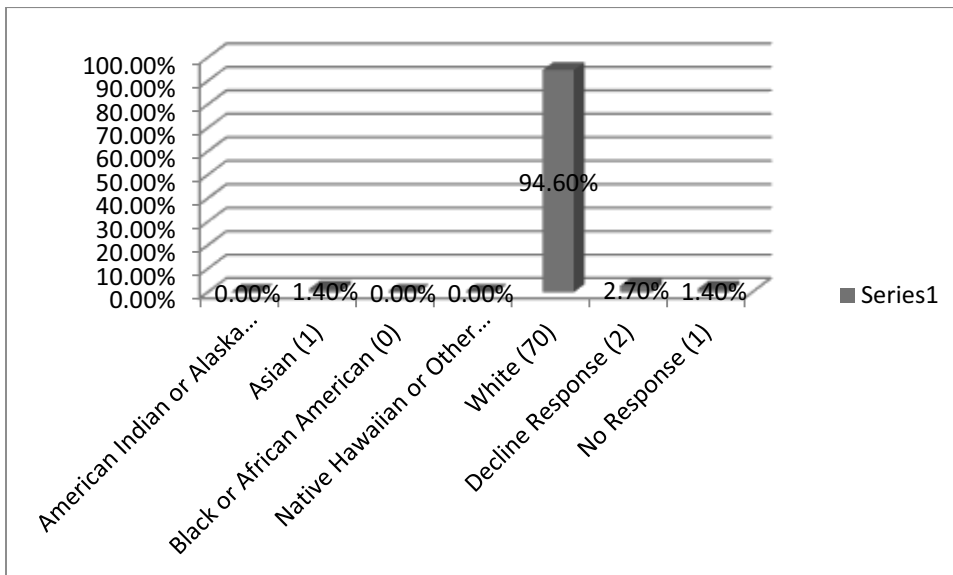
20. I am (N=74)

Majority of the program participants are females (70.3%) while 29.7% are males. More males may need to be encouraged to enroll in the program.



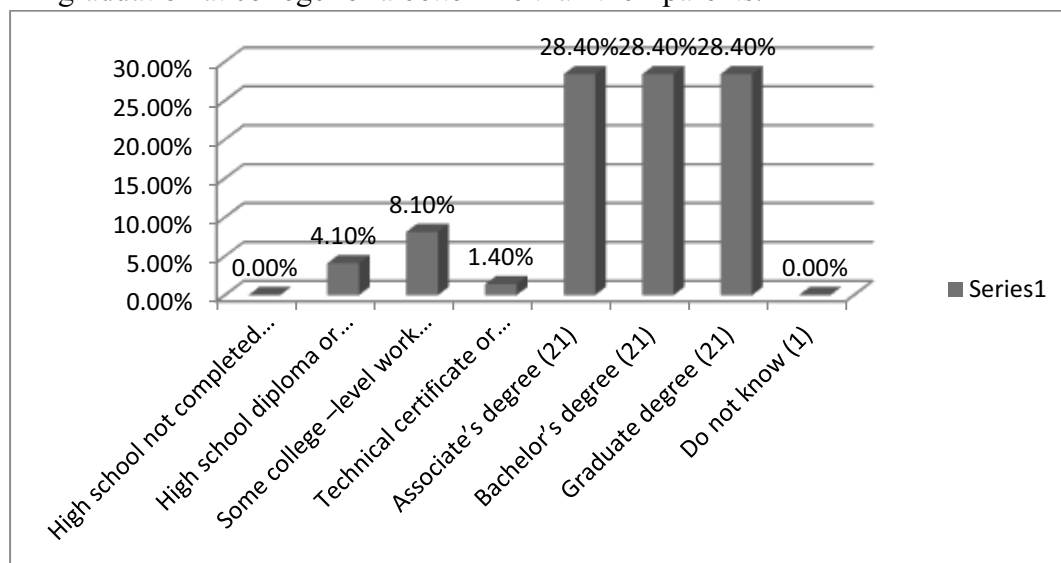
21. Which category best describes your race? (N=74)

Majority of the students participating in the program are white. The bar graphs below shows the racial breakdown. Efforts need to be made to get underrepresented minorities into the program. Only 1% Asians, and zero percent of the other minority groups were enrolled in the program. Improvements are needed in these areas.



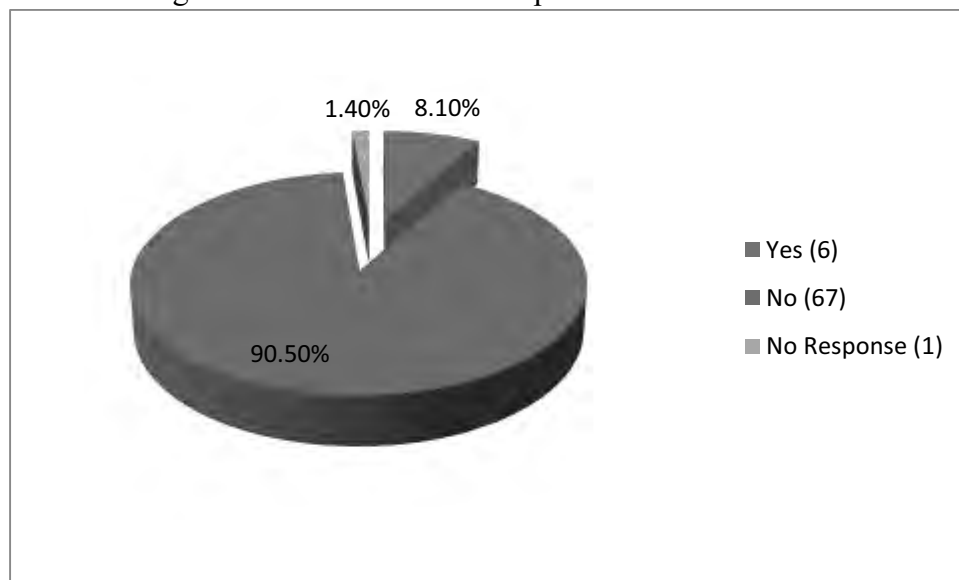
22. To the best of my knowledge, the highest education level achieved by at least one of my parents is (N=74)

Majority of the participating students (85.2%) have at least one of their parents with either a Graduate degree, Bachelor's degree or an Associate degree. The bar graphs below show the parental educational background. It is suggested that the program work closely with students whose parents lack college level degrees to appreciate the value of college credentials so they are able to persist to graduation at college for a better life than their parents.



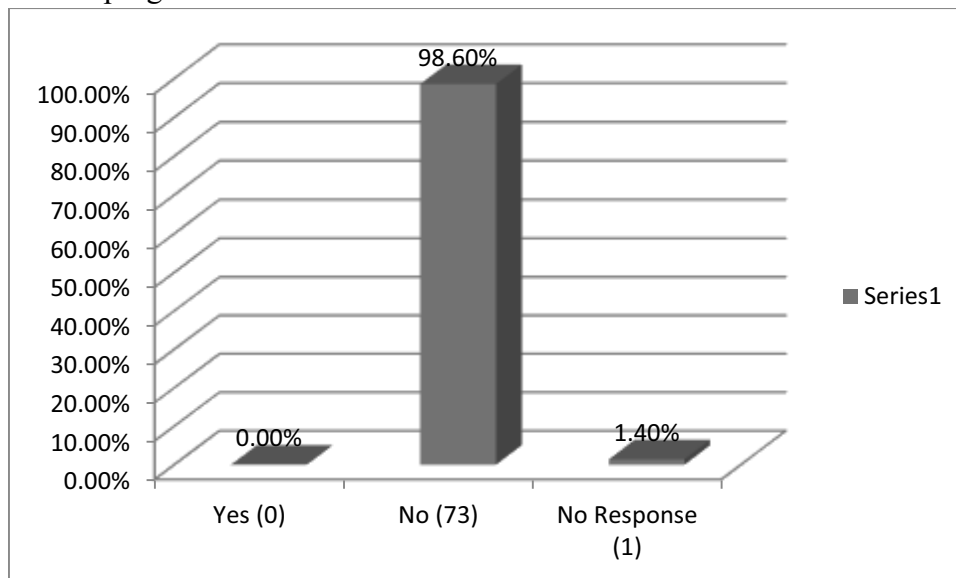
23. While in high school, I was eligible for the Free/Reduces Price Lunch Program: (N=74)

Very few of the program participants qualified for free/reduced price lunch while in high school. Details of the responses are shown in the pie chart below. More efforts should be made in supporting the 6 students who benefited from the free and reduced lunch program to proceed to college and graduate not letting the circumstances of their parents limit their efforts at success.



24. Do you consider yourself Hispanic or Latino (74)

The overwhelming majority of the program participants did not self-identify as Hispanic or Latino. In fact, none of them self-identified as Hispanic or Latino. The bar graphs below provide the graphic depiction. Efforts should be made to get more Hispanics and underrepresented minorities enrolled in the program.



Conclusions

Evidence from the data suggests that the program is doing a great job in getting participating students have an early start to college. It has also helped reduce the loan burden of student due to the college level credits earned while in high school. The students are, therefore, able to persist and graduate in time compared to the average student who takes longer to graduate from college. These are great benefits to the student participants. The college also benefits from enrollment in the program through increased enrollment headcount and FTEs. This is very helpful in an environment where higher educational institutions are experiencing declining enrollment attributed to declining high school graduation rates and other factors.

While the above are evidence of strength, there appear to be some limitations evident in the limited number of students whose parents are of low-income. Further, disparities exist with racial/ethnic participation, as well as students with parents who do not have college level credentials. There are also fewer number of beneficiaries from the free/reduced priced lunch program. The program could use these limitations as opportunities to increase diversity as well as grow enrollment and educational opportunities for these students.