



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

NACEP Accreditation Mini-Series

Curriculum and Assessment Standards

March 19, 2018

advancing quality college courses for high school students

Presenters



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Curriculum Standards 101

Curriculum 1 – Every CEP course is in the college catalog (same title, description & number of credits).

Curriculum 2 – CEP courses reflect the learning objectives, philosophical & pedagogical approach of dept.

Curriculum 3 – Faculty site visits in each discipline to observe course content and delivery, student discourse and rapport.

C1: Required Evidence

Team is Reviewing

- 1) A publicly available list of all courses offered through the concurrent enrollment program with descriptions that are linked to the college/university course catalog.



USI University of Southern Indiana

Get the Edge.

Saint Louis University Sample C1

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1818 Courses

The 1818 Advanced College Credit program offers courses in more than 20 areas of study. Most subjects have a Saint Louis University faculty liaison who can answer questions and provide additional course information.

The 1818 Advanced College Credit [course ledger](#) provides a full listing of courses offered at each participating high school. Any changes to this ledger can be requested by the 1818 Advanced College Credit coordinator through the [ledger verification form](#). All courses are also offered on Saint Louis University's campus and can be viewed in the [course catalog](#). Information on SLU's grading policy is available through the [Office of the Registrar](#).

- [Anthropology](#) ▼
- [Art History](#) ▼
- [Biology](#) ▼
- [Calculus](#) ▼
- [Chemistry](#) ▼
- [Chinese](#) ▼
- [Communication](#) ▼
- [Computer Science](#) ▼

C2: Required Evidence

Team is Reviewing

- 1) Paired syllabi from on campus and concurrent enrollment sections from one course per discipline, with the learning objectives highlighted.
- 2) A Statement of Equivalency for each discipline written by each discipline's faculty liaison that follows the **Curriculum & Assessment Statement of Equivalency Guidelines**. A standard response is not appropriate.

Concurrent Enrollment Course Outline

High School Name:

Instructor:

Instructor e-mail and/or phone #:

Course #:

Course Title:

Credit Hours:

Student Audience – Grade Level(s):

Semester: *Fall* (September-January) or *Spring* (January-June)

Course Description: Must be closely modeled on the description in the College Master Course Syllabus and note whether the course satisfies any General Education requirements.

Course Prerequisites: Identify all prerequisites established by the instructor. These should be consistent with the College's Master Course Syllabus and any other guidelines provided by CollegeNow. These may include specific courses and grades that a student needs in order to register for college credit. For "sequential courses", a C or higher is required in the prior course in that discipline. IE, a C in ENGL101 to take ENGL102.

Course Goals and Objectives: Identify the learning outcomes/standards for the course, consistent with the goals and objectives listed in the College's Master Course Syllabus. You may add to these if you cover additional material.

Saint Louis University Sample C2 Paired Syllabi



SAINT LOUIS UNIVERSITY

1818 ADVANCED COLLEGE CREDIT
PROGRAM

- Compose rhetorically appropriate prose and design that meets audience expectations of style, usage, and other conventions.
- Analyze rhetorical situations and messages by using a sophisticated conceptual vocabulary.
- Incorporate rhetorically appropriate and reliable research sources into new compositions.
- Summarize, paraphrase, and quote texts accurately and fairly.
- Evaluate their own compositions and rhetorical choices.

Method for Determining Final Grade for Course:

- Reading, analyzing, and discussing assigned texts
- Active participation in collaborative scenarios (composition and revision processes)
- Producing a minimum of three formal essays
- Oral and multimedia compositions/presentations
- Shorter, focused writing and research exercises
- Final Exam

Course Grading Scale:

- 93-100 A
- 83-92 B
- 73-82 C
- 63-72 D
- 62-↓ F

do a more traditional academic paper on a religious issue, *as long as you can identify the particular audience to whom you're writing*. The point is that you can write about whatever you want **if** you can identify a particular rhetorical situation (purpose, audience, context) and **if** your message has *some* relationship to our course theme.

Student Learning Outcomes

These are things you'll be able to do at the end of this course. Meanwhile, I hope first and foremost that you *enjoy* the work we'll be doing and that you pursue a project that interests and excites you.

1. Write and design persuasive messages that incorporate various kinds of research in order to appeal to specific rhetorical situations (i.e., purposes, audiences, and contexts).
2. Compose rhetorically appropriate prose and design that meets audience expectations of style, usage, and other conventions.
3. Analyze rhetorical situations and messages by using a sophisticated conceptual vocabulary.
4. Incorporate rhetorically appropriate and reliable research sources into new compositions.
5. Summarize, paraphrase, and quote texts accurately and fairly.
6. Evaluate their own compositions and rhetorical choices.

Required Course Texts and Materials

Johndan Johnson-Eilola, *Changing Writing*
Readings in a Google Drive folder

C3: Required Evidence

Team is Reviewing

- 1) Description of a typical site visit; explain how visits provide feedback from faculty to CEP instructors.
- 2) Description of how site visits are tracked by the CEP; explain the site visit frequency of (1) first time instructors and (2) veteran instructors.
- 3) Provide tracking documentation. For each instructor, list most recent site visit dates and name of the site visitor and title.
- 4) For each discipline, provide one example of a completed site visit report.

Saint Louis University Sample Site Visit Tracking

Tracking Sheet for Liaison Visit 2013-2014

SAINT LOUIS UNIVERSITY | 1818 Advanced College Credit Program

<u>Discipline</u>	<u>Liaison</u>	<u>School</u>	<u>Date of Visit</u>
Anthropology and Sociology	Barbara Weekly	Jennings HS	10/10/2013
Anthropology and Sociology	Barbara Weekly	Metro East Lutheran HS	10/23/2013
Anthropology and Sociology	Barbara Weekly	Notre Dame HS	3/5/2014
Anthropology and Sociology	Barbara Weekly	Pattonville HS	2/24/2014
Anthropology and Sociology	Barbara Weekly	St. Joseph's Academy	3/3/2014
Anthropology and Sociology	Barbara Weekly	DeSmet Jesuit HS	3/7/2014
<i>Did the discipline meet the visit expectations communicated by the 1818 ACC Office for 2013-2014?</i>			YES
Biology	Laurie Russell	Litchfield HS	10/21/2013
Biology	Laurie Russell	Oakville	10/31/2013
Biology	Laurie Russell	Visitation	11/5/2013
Biology	Laurie Russell	Union HS	1/30/2014
Biology	Laurie Russell	O'Fallon HS	2/3/2014
Biology	Laurie Russell	Mehlville HS	2/24/2014
Biology	Laurie Russell	Triad HS	3/10/2014
Biology	Laurie Russell	Belleville East HS	3/6/2014
Biology	Laurie Russell	St. Mary's HS	3/12/2014
Biology	Laurie Russell	Althoff Catholic HS	3/24/2014
<i>Did the discipline meet the visit expectations communicated by the 1818 ACC Office for 2013-2014?</i>			YES
Chemistry	Charles Kirkpatrick	Alton HS	9/17/2013
Chemistry	Charles Kirkpatrick	St. Francis Borgia HS	10/24/2013
Chemistry	Charles Kirkpatrick	Urusline Academy	11/19/2013
Chemistry	Charles Kirkpatrick	Ritenour HS	10/20/2014
Chemistry	Charles Kirkpatrick	Trinity Catholic HS	3/13/2014
Chemistry	Charles Kirkpatrick	Belleville East HS	10/31/2013
Chemistry	Charles Kirkpatrick	Valle High School	12/5/2013
Chemistry	Charles Kirkpatrick	Granite City HS	3/18/2014

Everett Community College Sample Site Visit Form

High School Teacher Observation & Site Visit Report

High School Teacher: _____

Date: _____

High School: _____

College in the High School Course: _____

Guide:

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

Assessment Standard 101

Assessment 1 –

The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

A1: Required Evidence

Team is Reviewing

- 1) A Statement of Equivalency written by each discipline's faculty liaison that follows the Curriculum & Assessment Statement of Equivalency Guidelines. A standard response is not appropriate.
- 2) Paired student assessment tools from on-campus and CE sections – one paired example from each discipline for side-by-side comparisons (such as final exam, lab exercise, essay assignment, or grading rubric).

Criteria	Points Awarded
-Answered question completely-Reflects well on own work -Demonstrates a range of meta-cognitive practices and provides many examples -No spelling, grammar, punctuation errors	10 Points
-Answered question adequately- Demonstrates an ability to reflect on own work -Provides examples consistently -Begins to demonstrate good meta-cognition	7.5 Points
-Infrequent spelling, grammar, punctuation errors -Did not answer question -Some reflection on own work -Not many examples at all	4 Points
-Frequent spelling, grammar, punctuation errors -Does not answer question -Does not reflect on own work -No examples are provided -Answer was unclear/incomprehensible -All answers contain spelling, grammar, and punctuation errors	0-2 Points

Everett Community College Sample Paired Assessments

CHEM& 121 Chapter 11 Celebration of Knowledge

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- ___ 1. Pressure is the force per unit
a. volume. c. length.
b. surface area. d. depth.
- ___ 2. Convert the pressure 0.75 atm to psi.
a. 11 psi c. 570 psi
b. 0.051 psi d. 76 psi
- ___ 3. A mixture of four gases exerts a total pressure of 860 mm Hg. Gases A and B each exert 220 mm Hg. Gas C exerts 110 mm Hg. What pressure is exerted by gas D?
a. 550 mm Hg c. 860 mm Hg
b. 310 mm Hg d. 220 mm Hg
- ___ 4. The volume of a gas is 400.0 mL when the pressure is 1.00 atm. At the same temperature, what is the pressure at which the volume of the gas is 2.0 L?
a. 0.5 atm c. 0.20 atm
b. 5.0 atm d. 800 atm
- ___ 5. At 7.0°C, the volume of a gas is 49 mL. At the same pressure, its volume is 74 mL at what temperature?
a. 3.0°C c. 120°C
b. 423°C d. 150°C
- ___ 6. The volume of a gas collected when the temperature is 11.0°C and the pressure is 710 mm Hg measures 14.8 mL. What is the calculated volume of the gas at 20.0°C and 740 mm Hg?
a. 7.8 mL c. 14.6 mL
b. 13.7 mL d. 15 mL
- ___ 7. Calculate the approximate volume of a 0.600 mol sample of gas at 15.0°C and a pressure of 1.10 atm.
a. 12.9 L c. 24.6 L
b. 22.4 L d. 139 L
- ___ 8. If a gas with an odor is released in a room, it can quickly be detected across the room because it
a. diffuses. c. is compressed.
b. is dense. d. condenses.

Short Answer

1. Explain, in detail, what would happen to a balloon if you take it from inside your house to outside in the snow in winter and why. (3 pts)

Name _____
Gas Laws Exam

$PV=nRT$;
 $R = .0821 \text{ L atm mol}^{-1}\text{K}^{-1}$

1. Calculate the density of argon gas at 500 torr and 10°C. (5 points)

2. A sample of methane gas (CH_4) is stored in a 10.00 L tank at 100°C and 1.2 atm.

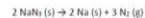
(a) If the tank were able to withstand pressures of up to 2.0 atm, what is the maximum temperature that the methane gas could reach? (5 points)

(b) If xenon were added to the tank such that the mass of xenon was the same as the mass of methane in the tank, what would the total pressure be? (5 points)

(c) If a new gas, Z, were introduced into the tank (already containing methane and xenon) and the new total pressure was the maximum pressure that the tank could withstand (2.0 atm), what is the % of gas Z in the tank? (5 points)

3. A 132.10 mL glass vessel has a mass of 56.1035 g when evacuated and 56.2445 g when filled with acetylene gas at 749.3 torr and 20.02 °C. What is the molar mass of acetylene? (5 points)

4. Air bags are activated when sodium azide (NaN_3) decomposes according to the following equation. What mass of NaN_3 must be present in order to fill an air bag to 70.0 L at 25°C and 1.00 atm? (5 points)



5. True or False. (8 points)

- a. Gases under higher pressure have more kinetic energy than the gases under lower pressure.
b. Gases under higher pressure occupy less volume than gases under lower pressure.
c. Gases at the same temperature move at the same speed.
d. All gas particles have the same individual volume.

6. (8 pts) A flask at room temperature (23°C) contains equal amounts (moles) of nitrogen gas and xenon gas.

(a) Which, if any, of the two gases has a greater partial pressure?

(b) Which gas particles, if any, will have a greater average kinetic energy?

(c) Which gas particles, if any, will have a greater average velocity?

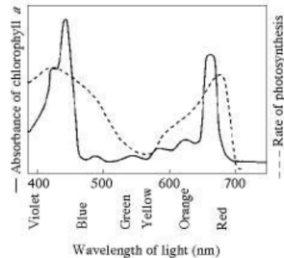
(d) Which gas, if any, will have the greater density?

Saint Louis University Sample Assessments

Saint Louis University 1818 Advanced College Credit 2016-2017 BIOL 1240 Principles of Biology I Final Exam Questions

The questions in this document are required to be used in all 1818 BIOL 1240 courses in the 2016-2017 academic year. These questions should only be used on final exams (in December and/or May). These questions should not be available to students in advance of the final exams in any format (i.e., not on other exams, in classwork or homework assignments, or in a study guide). To protect the integrity of the exam questions, the portion of the final exam containing these questions should be retained by the instructor and not given to students.

1. The figure below shows the absorption spectrum for chlorophyll *a* and the action spectrum for photosynthesis. Why are they different?



- A) Green and yellow wavelengths inhibit the absorption of red and blue wavelengths.
- B) Bright sunlight destroys photosynthetic products.
- C) Other pigments absorb light in addition to chlorophyll *a*.
- D) Aerobic bacteria take up oxygen, which changes the measurement of the rate of photosynthesis.

SOC 260

TEST 1b

NAME: _____

CASE NUMBER 58623--There had been a serial killer on the loose for the past 12 months in Dead Creek. The police were called to a wooded area where several bodies were found in various stages of decomposition. Body 1 has very little decomposition. Body 2 still has some flesh. Body 3 is completely decomposed to skeletal stage.

USE A LETTER ONLY. EVEN FOR THE ONES THAT COME FROM THE WORD LIST!
Circle the letter for true or false.

- _____ 1. What is the term for body of a crime?
- _____ 2. What does the first officer do when he arrives at the scene?
- a. Secure and isolate the scene
 - b. Sketch the scene
 - c. photograph the scene
 - d. interview witnesses
- _____ 3. A coroner or medical examiner would be called. A major difference between the two is that the coroner is:
- a. Appointed
 - b. A medical doctor
 - c. Always the local mortician
 - d. elected
 - e. male
- _____ 4. In some locations a death investigator comes to the scene representing the ME's office. Which of these is **NOT** the responsibility of the death investigator?
- a. pronouncing the death
 - b. assisting the family
 - c. collecting evidence on or around body
 - d. photographing
 - e. all of these are the responsibility of the death investigator
- ___T___ or ___F___ 5. At the crime scene the medical examiner's office is responsible for the body and the evidence on it.

Questions



Future NACEP Webinars and Events:

March 22: Supporting Faculty Liaisons, A Partnership Model to Provide Quality Professional Development Webinar

April 18: Spring Accreditation Institute, University of New Mexico, Albuquerque, NM

April 26: NACEP Workshop: Building Strong Partnerships between Faculty and Instructors, Phoenix College, Phoenix, AZ

May 14-15: Midwest Regional Conference, University of Cincinnati, Cincinnati, OH

May 24: Discovery Series Webinar-Texas OnRamps and Innovative Dual Enrollment Models.

