

## **District Concurrent Enrollment Program Proposal**

*The Concurrent Enrollment Program proposal must be submitted to the Concurrent Enrollment Coordinator. The Concurrent Education (CE) program proposal must include the following information:*

**Name of CE Program: Eagle Academy Futures**

**Name of Institution of Higher Education: Arapahoe Community College**

### **I. GOALS**

#### **A. Provide a brief overview of the Program.**

The goal of our program is to give our alternative education students, many of whom have never considered attending college, much less that they could succeed in the college environment, the opportunity to experience college level study, develop the requisite skills, and gain credits that will give them a headstart in their college careers.

#### **Art Appreciation:**

The rationale for providing English credit for ACC's Art Appreciation course is that, at their fundamental level, the "Competencies and Student Learning Outcomes" of Art Appreciation are the same as those of key RWC Colorado Academic Standards taught in English courses.

Additionally, the assignments programmed for students either mirror or are the same as those of an advanced high school English course, developing and evaluating the same knowledge acquisition, competencies, and proficiencies. The list and explanation of the assignments below illustrates this point.

1. **Argumentative Essay** (800–1,000 words), in which students will present a thoughtful, well-developed argument centered upon a strong thesis statement and 2–3 key claims. The essay will be produced through a recursive writing process:
  - a. drafting, development, and refinement of thesis and claims;
  - b. articulation of the evidence that supports the thesis and claims,
  - c. direct connection between these, developed through critical analysis, discussion, and research.
  - d. Directly addresses RW.H.2.3.1, 2.3.2, 2.3.4, and 2.4.1. Also 2.2.1 and 2.2.2
2. **Ideas Based and Thematic Oral Discussions and Writing Exercises** (4 x 300 words): Critical analysis, discussion, and reflection in which students will articulate their own

ideas and perspectives and consider and respond to those of others, both verbally and reflectively in written form. They will consider themes, issues, and the social, historical, and cultural contexts within which artworks were produced, and their interaction with other literary media.

- a. Primarily RW.H2.1.1 “collaborative discussions... building on others’ ideas and expressing their own clearly and persuasively... exchange of ideas... posing and responding to questions that probe reasoning and evidence... integrate multiple sources of information presented in diverse formats and media (for example: visually...)” but also RW.H2.2.1
3. **Lecture Notes** (1 per week): Oral comprehension, acquisition of pertinent literary and non-fiction knowledge, critical and thoughtful consideration, and RW.H2.2.1 & 2.2.2.
4. **Structured Notes** (on non-fiction articles and informational texts), completed in small groups, centering around close reading, comprehension, evaluation, and interpretation of the texts (RW.H2.2.1, 2.2.2, and 2.1.1).
5. Potentially **Artworks and Terms Quizzes** testing acquisition of content information and vocabulary that is applicable to multiple humanities disciplines.

The Colorado Academic Standards that Art Appreciation is focused upon:

- RW.H2.3.1 “1. Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience’s values and biases”
- RW.H2.4.1. “Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.”
- RW.H2.3.2. “Write informative / explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.”

(Regarding the Human Experience: Expressing the human experience has been at the core of art making since the prehistoric period. Art is complex literature, with its own language. It has also been in conversation with written literature since at least the Renaissance.)

- RW.H2.2.1. “Read a wide range of literary texts to build knowledge and to better understand the human experience. Interpret and evaluate complex literature using various critical reading strategies.”
- RW.H2.2.2. Reading for All Purposes: “Read a wide range of informational texts to build knowledge and to better understand the human experience. Interpret and evaluate

complex informational texts using various critical reading strategies.” (Especially a.i–iii and c.i)

- RW.H2.1.1. Oral Expression and Listening

Quoted from the Art Appreciation Required Syllabus

### **3 Key Competencies: Creative Thinking, Written Communication, Critical Thinking**

#### **Course Learning Outcomes:**

1. Analyze information and ideas from multiple perspectives
2. Articulate alternate, divergent, or contradictory perspectives or ideas
3. Evaluate, apply, and synthesize evidence and/or sources in support of a claim
4. Apply visual literacy skills to interpret the visual arts
6. Identify themes or major concepts in the visual arts.
7. Analyze visual forms and processes as expressed in historical periods

#### **Additional Quotes from the Syllabus:**

- Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- Create and develop ideas within the context of the situation and the assigned task(s).
- Evaluate the relevance of context when presenting a position.
- Identify assumptions. Analyze one’s own and others’ assumptions.
- Establish a conclusion that is tied to the range of information presented.
- Reflect on implications and consequences of stated conclusion.

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#### **Integrated Math I:**

Rather than selecting a math course that is more equation-focused and formulaic, we have chosen a course that balances essential mathematical concepts with critical thinking and application. It is more important that our students develop the ability to analyze and problem solve in mathematics rather than merely to utilize formulas. This course is a relevant, real-world approach to integral mathematical application, which exposes students to a wide spectrum of concepts. The focus of this course is building depth of knowledge in the realm of mathematics.

#### **B. How does this CE Program fit into the overall educational program?**

Eagle Academy’s student body is composed of students who have not had positive experiences in traditional high school settings and therefore have developed the belief that they may never even

complete a *high school* education; walking through our halls and through time with our teachers, they discover that they can both succeed and achieve. We offer them another opportunity in high school in an environment that supports them emotionally, addresses their special needs, and fosters adaptable alternative learning very different from traditional high school, with dedicated attention and individualized care.

Proving our students with CE courses will open an opportunity few of them have considered, much less been offered. We want to show them that college isn't unattainable and develop their confidence, as well as the skills necessary to succeed when they undertake their college careers.

**C. What benefits would our students receive from this program?**

Our students will be able to begin their college careers in an environment where they feel safe to explore new educational experiences, are provided the additional support they require, and given the chance to excel in a rich learning environment. Furthermore, they will experience firsthand the expectations and workload of college-level courses. Succeeding in CE courses at Eagle Academy will give them the confidence that they are equipped to thrive in a college environment.

**II. Concurrent Education Program Courses:**

- A. Provide a flow chart or table that indicates the courses students would take within the program. \*\* Other courses may be added or changed within the program, based upon the need of students or program modifications.

<i>ART 1110 Art Appreciation</i>	- <i>Stand Alone Course, the beginning of potentially more CE courses based on success of new offerings</i>
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<i>MAT 1220 Integrated Math I</i>	- <i>Stand Alone Course, the beginning of potentially more CE courses based on success of new offerings</i>
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*Additional Courses will be reviewed, submitted for approval, and added in upcoming years once we have verified our students' success*

**B. Course Titles**

- ART 1110 Art Appreciation
- MAT 1220 Integrated Math I

**C. Course Descriptions.**

- • ART 1110 Art Appreciation:  
Introduces the cultural significance of the visual arts, including media, processes, techniques, traditions, and terminology. Note: This course was previously listed as ART 110.
- MAT 1220 Integrated Math I:  
The course covers concepts of essential mathematical skills, emphasizing critical thinking and applications. Topics include sets, number systems, numerical and geometric patterns, and problem solving. This is a statewide Guaranteed Transfer course in the GT-MA1 category. This course was previously listed as MAT 155.

**D. Amount of College Credit.**

- ART 1110 Art Appreciation - Credit 3 ACC Credits  
(.5 ELA high school credit)
- MAT 1220 Integrated Math I - Credit. 3 ACC Credits  
(.5 MAT high school credit)

**E. Prerequisite(s).**

- ART 1110 Art Appreciation Prerequisite: Demonstrate college readiness in English; see ACC College-Level
- MAT 1220 Integrated Math I Prerequisite: Algebra 1, Geometry, college readiness.

**SIGNATURES/APPROVALS**

Does the Concurrent Enrollment Contact approve adoption of this program?

**\*\*Your signature below indicates your approval of the adoption of this course\*\***

Date Apr 10 2023

Concurrent Enrollment Contact Signature Aimee Barker

Does the Building Administrator approve adoption of this course?

**\*\*Your signature below indicates your approval of the adoption of this course\*\***

Date Apr 12 2023

Building Administrator Signature Jeff Broecker

Does the Director of Curriculum, Instruction and Professional Growth approve adoption of this course?

**\*\*Your signature below indicates your approval of the adoption of this course\*\***

Date Apr 10 2023

Director of Curriculum, Instruction and Professional Growth Signature Erica Mason

**If course is CTE this signature box must be completed.**

Does the CTE Coordinator approve adoption of this course?

**\*\*Your signature below indicates your approval of the adoption of this course\*\***

Date Apr 10 2023

CTE Coordinator Signature Aimee Barker

Does the Executive Director of Schools approve adoption of this course?

**\*\*Your signature below indicates your approval of the adoption of this course\*\***

Date Apr 12 2023


Executive Director of Schools Signature Dan McMinimee

Does the System Performance Officer approve adoption of this course?

**\*\*Your signature below indicates your approval of the adoption of this course\*\***

Date Apr 13 2023

System Performance Officer Signature Matt Reynolds

Does the Assistant Superintendent approve adoption of this course? **Your signature below indicates your approval of the adoption of this course**	
Date <u>Apr 13 2023</u>	
Assistant Superintendent Signature _____	

Does the Board of Education approve adoption of this course?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
**Your signature below indicates your approval of the adoption of this course**			
Date of BOE Meeting _____			
Signature _____			

**Office use:** The following information is required to build individual courses into Infinite Campus

Credit Type: ( FNA, PRA, MAT, etc)	
Department Code:	
Course Number:	
Course entered in NCAA database if applicable.	
Update <a href="#">Graduation Competencies</a> course document if applicable for Math and English courses.	
VIP Code:	
CIP Code:	
Add to HEAR list, if applicable.	
Course Mapping SCED code:	
Date entered into Infinite Campus	
Credit amount:	

## Document Details

<b>Title</b>	Eagle Academy CE Program Proposal IGA-E-1.pdf
<b>File Name</b>	Eagle Academy CE Program Proposal IGA-E-1.pdf
<b>Document ID</b>	8cece0a2855a4ed4a26d1c0c2fec2c30
<b>Fingerprint</b>	7705aa0e003696dbeb91baa2c5d529c9
<b>Status</b>	Completed

## Document History

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