



# Concurrent Enrollment

Faculty Liaison & High School Instructor

Educator Guide

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## Welcome Partner High School Instructors, Administrators

Welcome to Hennepin Technical College's (HTC) concurrent enrollment program. Your participation as a college faculty liaison, high school instructor or high school administrator is an integral part in our learning community. We are excited for you to participate in our concurrent enrollment program and look forward to forming a strong partnership that benefits students.

This Educator Guide contains the pertinent policies, procedures and forms necessary for HTC faculty liaisons, high school instructors & counselors and enrolled students. The policies & processes discussed in this guide adhere to those mandated by Minnesota State Colleges and Universities, The National Alliance for Concurrent Enrollment Partnerships (NACEP), and Minnesota State legislation.

We look forward to another wonderful concurrent enrollment year strengthening our relationships, increasing opportunities for students, and seeing students succeed.

Visit: <https://www.hennepintech.edu/community-engagement/k-12-programs/concurrent-enrollment/Concurrent%20Enrollment.html> for additional program details.

### **HTC Overview**

HTC is the largest two-year technical college in Minnesota, with campuses in Brooklyn Park and Eden Prairie. HTC first opened its doors as Suburban Hennepin County Area Vocational Technical Centers in 1972, as part of District 287. In 1989, it merged with the Minnesota State College and University System and became Hennepin Technical College. HTC serves over 10,000 credit and non-credit students per year. HTC offers degrees, diplomas, and certificates within 45+ career and technical education programs. We offer courses in general education that align with the Minnesota Transfer Curriculum and support all HTC programs. We offer a variety of options within the following six career fields: Arts, Communication & Information Systems; Engineering, Manufacturing & Technology; Health Science Technology; Human Services; Business, Management & Administration; and Agriculture, Food & Natural Resources.

**HTC Mission Statement:** To provide excellence in career and technical education for employment and advancement in an ever-changing global environment.

**HTC Vision Statement:** To be the leader in innovative career and technical education that leads to the success for all students.

### **Our Values:**

***Excellence*** – We pursue the highest standards in academic achievement and organizational performance.

***Innovation*** – We value creativity and ingenuity to remain at the forefront of technical education excellence

***Inclusion*** – We value an atmosphere of respect, dignity, and acceptance.

## **HTC Concurrent Enrollment Program Overview**

Minnesota Statutes section 124D.09 and Minnesota State Colleges and Universities Board Policy 3.5 state; a Post-Secondary Enrollment Option (PSEO) concurrent enrollment course is a college or university course made available through the PSEO program, offered through a secondary school, taught by a secondary teacher and guidance by a college faculty liaison. Concurrent enrollment courses enroll only high school students who may earn both high school and college credit for a satisfactorily completed course.<sup>1</sup>

HTC's concurrent enrollment program provides college-level educational opportunities to high school students. Concurrent enrollment instructors receive guidance from a 'faculty liaison' who is a current HTC faculty member. This faculty liaison will ensure the course quality and rigor are at an appropriate college-level throughout its duration.

Concurrent Enrollment is one of many high school partnership strategies in the Academic Affairs unit at the college. The Academic Dean in charge of general education oversees the concurrent enrollment program with the Director of Partnerships and College Pathways as the program's direct report.

Concurrent Enrollment operations rely on support and collaboration from multiple departments outside of academic affairs at the college. Admissions, testing, records and the business office each contribute to the operations of the program. In addition, the Concurrent Enrollment program is guided by a state mandated advisory board.

### **Who forms high school partnerships and develops concurrent enrollment relationships?**

Partnerships are formed through many avenues at the college. Individual faculty, community members and HTC staff and administrators make connections, collaborate and partner with a wide variety of community members. In some cases, the partnership is formed with the goal of offering early credit opportunities in the high school.

When early credit is the objective, academic affairs administrators, staff and faculty all engage to shape critical elements of the partnership. Administrators and staff engage in the initial phases which involves the sharing of policies and procedures that define the relationship. Faculty engage in the planning and discussions related to courses and curriculum.

Academic Affairs maintains a staff position dedicated to overseeing the Concurrent Enrollment program at the college. Please make sure to involve the Director of Partnerships & College Pathways in your process.

### **Program Benchmarks and Annual Data**

The concurrent enrollment programs use a variety of program benchmarks and annual data to drive improvement. HTC's Institutional Research team maintains and compiles program performance indicators and comparison data on a number of measures. The institutional research team compiles annual data on credits earned by high school students in both concurrent enrollment and traditional postsecondary enrollment option courses. Indicators are tracked annually including: student success, student progression from developmental level to credit-bearing course work, participant demographics, and matriculation rates to HTC. Annual program reports are one element of program improvement data.

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Minnesota Statute Section 124D.09: <https://www.revisor.mn.gov/statutes/cite/124D.09#stat.124D.09.10b>

Minnesota State Colleges and Universities Board Policy 3.5 and procedure 3.5.1: <http://www.minnstate.edu/board/policy/305.html>

Individual course evaluations are completed on each course, annually. Results are distributed to faculty liaisons and high school instructors to be used in annual professional development. Aggregated data are used to form summary observations for program refinement and improvement conversations.

High school partner selection is based on multiple criteria:

- High School pathway priorities
- College capacity
- Alignment with HTC programs
- Perkins consortium assigned high schools
- Alignment with institutional priorities
- Geographic alignment with the college feeder schools

**Partner High Schools:**

Buffalo High School	Prior Lake High School
Intermediate District 287	Roseville High School
Edison High School	Shakopee High School
Forest Lake High School	Wayzata High School

**Concurrent Enrollment Program Advisory Board**

**Purpose:** Effective 2016, the Minnesota state legislature requires the creation of a local concurrent enrollment advisory board for each postsecondary institution offering concurrent enrollment programming. This board is tasked with informing and advising the direction of the concurrent enrollment program at HTC to ensure the program is strategic, intentional, beneficial, and student-centered.<sup>2</sup>

**Program Advisory Responsibilities**

1. Provide strategic advice and input relating to concurrent enrollment issues;
2. Recommend and review proposals for concurrent enrollment course offerings;
3. Serve as a coordinating entity between secondary education and postsecondary institutions; and
4. Increase the understanding and collaboration among concurrent enrollment partners, stakeholders, the legislature, and the public.

**Scope/Authority**

This advisory board will make recommendations to the Director of Pathways & College Partnerships, HTC administrators and partnering institutions regarding the direction and execution of concurrent enrollment operations and initiatives. This advisory board does not have a budget or allocation.

**Terms of appointment**

Senior level HTC administrators and staff members will remain on the board as long as their position includes involvement with concurrent enrollment programming. All other members will be appointed by the Director of Pathways & College Partnership and serve three-year staggered terms. HTC faculty members must be approved by the local MSCF leadership.<sup>3</sup>

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<sup>2</sup> Minnesota Status Section 124D.09.10b: <https://www.revisor.mn.gov/statutes/cite/124D.09#stat.124D.09.10b>

<sup>3</sup> See **Appendix A** for list of current advisory board members

## Concurrent Enrollment Program Cost Structure

HTC charges its partnering high schools for each concurrent enrollment program to cover costs of the faculty liaison and program administration.

*Minnesota State implemented universal prices and this new pricing structure affects courses beginning FY18.*

	Existing Course Relationships	New Course Relationships
FY17	\$1500	\$2500
FY18	\$2000	\$2500
FY19	\$2250	\$2500
FY20	\$2500	\$2500
<b>FY21</b>	<b>\$2750</b>	<b>\$2750</b>
FY22	\$3000	\$3000

## Concurrent Enrollment Program Eligibility

To participate in HTC's program, students must meet a number of eligibility requirements or class rank requirements established by Minnesota State Colleges and Universities Board Policy 3.5 and Procedure 3.5.1.<sup>4</sup>

### **Student Eligibility:**

- Juniors (11<sup>th</sup> grade) – class rank in the upper one-third of their class **or** a score at or above the 70<sup>th</sup> percentile on a nationally standardized, norm-referenced test;
- Seniors (12<sup>th</sup> grade) – class rank in the upper one-half of their class **or** a score at or above the 50<sup>th</sup> percentile on a nationally standardized, norm-referenced test; **or**
- Juniors/Seniors – provide other documentation of student's readiness and ability to perform college-level work as determined by HTC.  
*11<sup>th</sup> & 12<sup>th</sup> grade students that meet the eligibility requirements listed above will be given priority for enrollment.*
- 9<sup>th</sup> & 10<sup>th</sup> grade student may be eligible to enroll if (a) course seats are available, (b) agreed upon by HTC & partnering high school, and (c) meet the following criteria for eligibility:
  - rank in the upper one-tenth of their class **or**
  - attain a score at or above the 90<sup>th</sup> percentile on nationally standardized test **or**
  - have a favorable recommendation from a designated high school official to enroll in college or university courses.
- 10<sup>th</sup> grade students enrolling in Career and Technical Education Courses
  - Notwithstanding bullet point 4 above, 10<sup>th</sup> grade students that have attained a passing score on the 8<sup>th</sup> grade Minnesota Comprehensive Assessment in reading and meet any of the other course prerequisites or course enrollment standards established by HTC, including but not limited to assessment test score, program admission, or other requirements, may enroll. Upon successful completion of that course (received a grade of C or better), the student shall be allowed to take additional career and technical education courses in subsequent terms.

HTC places the onus of verifying students' eligibility on the partnering high school. Failure to abide by the eligibility requirements and/or registration policies and procedures may jeopardize HTC's ability to provide concurrent enrollment at the partnering institution. Director of Partnership & College Pathways reserves the right to conduct placement audits for individual courses at any time.

<sup>4</sup> Please see this link to review Minnesota State policy: <https://www.minnstate.edu/board/procedure/305p1.html>

## Course Eligibility/Prerequisites

In addition to class rank or standardized test score, some courses may require an assessment of course placement to determine eligibility to enroll. Course prerequisites vary by course. The ACCUPLACER<sup>5</sup> currently serves as the exam used by Minnesota State institutions for course placement. Minnesota State Colleges and Universities policy 3.3 and procedure 3.3.1 determine cut scores for college level placement.<sup>6</sup>

**Due to the continued disruptions in course placement testing due to the ongoing pandemic, previous guidance issued on May 4<sup>th</sup>, 2020 by Minnesota State has been extended through the 2020-2021 academic year for students enrolling in courses requiring placement in fall 2020, spring 2021, and summer 2021. High school students planning to participate in college or university courses in the 2020-2021 academic year and beyond must still meet the eligibility criteria outline in the System Procedures 3.5.1 and/or the most recent official guidance. For purposes of course placement, concurrent enrollment students shall be placed using the measures used for the general student population outlined in the Minnesota State memorandum on August 10<sup>th</sup>, 2020. Please visit the HTC testing center website for an in depth review of placement guidelines during the pandemic here:**

<https://www.hennepintech.edu/future-students/testing/placement-main.html>

Any course prerequisites that require a placement score require a student to either:

- a.) take the ACCUPLACER placement assessment - OR -
- b.) submit an ACT score confirming college-level abilities in Reading and/or Math to HTC's Testing Center.

Final cut scores for course placement based on the ACT and ACCUPLACER can be found in **Appendix B**. Prerequisites in Math or Reading cannot be waived; however, students can seek an appeal. To apply for an appeal, the designated school official should contact the Director of Partnerships & College Pathways.

## HTC Course Registration

Registration is coordinated at the high school, using high school representatives. Course placement audit information is reviewed on an ongoing basis among the planning participants.

- Step 1: Student registers for the course at the high school through the partnering high school registration process.
- Step 2: High school representatives will work with HTC's PSEO/Concurrent Enrollment Coordinator to review student eligibility.
- Step 3: 'Authorization to Register' forms will be gathered by the high school and submitted to HTC's PSEO/Concurrent Enrollment Coordinator, no later than the 5<sup>th</sup> business day of the course, in order to complete the registration process. Failure to provide documents by the required day may result in loss of college credit for students.
- Step 4: High school concurrent enrollment instructors will receive an official course roster after the 5<sup>th</sup> business day from the PSEO/Concurrent Enrollment Coordinator. The instructor is required to confirm student registration with the coordinator by the 10<sup>th</sup> business day of each term. Failure to confirm may result in loss of college credit for students.

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<sup>5</sup> See **Appendix B** for Accuplacer and other placement scores

<sup>6</sup> This link will bring you to policy 3.3 and procedure 3.3.1 - <https://www.minnstate.edu/board/procedure/303p1.html>



## **Adding, Dropping or Withdrawing from a Class**

All HTC concurrent enrollment students must comply with HTC's PSEO policy for adding, dropping, and withdrawing from a course.

Students may **ADD/DROP** a course through the 15<sup>th</sup> business day of the term.

Students may **WITHDRAW** from a course after the 16<sup>th</sup> business day through 80% of the course/term. Students are required to see their high school counselor to begin the withdraw process. The counselor or instructor must notify HTC's PSEO/Concurrent Enrollment Coordinator to officially withdraw the student from the course. Withdrawals will appear as a "W" on the student's college transcript and have a direct impact on academic standing related to completion rate, but does not impact student's GPA.

## **HTC's Course Requirements**

**Class size:** varies by the course and by department. Class size may not exceed the approved number by more than two (2) students. Class size/seat max limits will be provided to the partnering high school and documented in the Joint Powers Agreement.

### *Enrollment Exceptions*

Where space is available, a high school may allow non-concurrent enrollment students to take concurrent enrollment courses for high school credit only. The concurrent enrollment instructor and college faculty liaison shall ensure that all concurrent enrollment students are held to college-level course standards.<sup>7</sup>

**Course Syllabus:** In accordance with NACEP standards, the high school syllabus information must align with HTC's syllabus information. Required informational items will be documented using the Student Information & Syllabus Alignment Checklist. See **Appendix F**

**Course content:** By design, courses offered in the high school must contain all course learning outcomes and major content found on the common course outline.

**Textbooks:** Appropriate textbook or reading materials should be ordered/used in consultation with the faculty liaison and the high school instructor. The cost of the textbooks is the responsibility of the partnering high school. Supplemental materials may suffice for a textbook with written approval from the faculty liaison.

**Grading Policy:** In accordance with NACEP standards, concurrent enrollment courses will meet the same grading policy and grading standards as that of the on-campus courses.

## **Partner High School Instructor Eligibility**

**Criteria:** Credentials needed to teach courses in the Minnesota State system are determined at the system level. Eligibility can be found on the Minnesota State website<sup>8</sup>.

- Liberal Arts or General Education high school instructors must possess a Master's degree in field (Math, English, Sociology, etc.) OR a Master's degree in any field with 18 credits in the discipline of the course (Math, English, Sociology, etc.).
- Career Technical high school instructors must meet the faculty credentials set forth by Minnesota State's joint faculty credentialing board. These criteria include appropriate education requirement, occupational experience requirement, and recency of work.

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<sup>7</sup> See Minnesota State System Procedure 3.5.1 Part 6 Subpart B: <https://www.minnstate.edu/board/procedure/305p1.html#>

<sup>8</sup> Visit <https://www.minnstate.edu/system/asa/academicaffairs/cfc/fields/Code/index.php> for credential requirements

## **HTC's Concurrent Enrollment Instructor Review Process:**

- 1) Submission of unofficial transcript(s) and work history to the Director of Partnerships & College Pathways.
- 2) Applicant's file will be reviewed by the respective discipline-specific Academic Dean and be issued a credential decision of: Approved, Denied or Provisional

**Credentialing Decisions:** The decision to credential or deny credentials for a high school instructor will be communicated, via electronic mail letter, directly to the instructor and sent to the high school planning representative designated by the high school or district.

- If **Approved**, instructor will receive an acceptance letter from the Director of Partnership & College Pathways and directions to complete the online credentialing process
- If **Denied**, instructors will receive an official letter with explanation. Director of Partnerships & College Pathways will contact the high school about other options to provide college credit.
- If **Provisional** acceptance is granted, instructors will receive an acceptance letter from the Director of Partnerships & College Pathways. This will include directions to complete the online credentialing process and instructions for the creation of a professional development plan to be submitted & approved prior to CE course begins.

*Instructor eligibility disclaimer:* Student teachers, long-term substitutes, and unapproved high school instructors may not teach concurrent enrollment courses. ONLY high school instructors who have been approved to teach the course may instruct the students.

## **New Partner High School Instructor Onboarding**

Upon approval, new concurrent enrollment instructors will participate in new instructor course-specific training designed and delivered by the assigned faculty liaison. New and returning CE instructors, will adhere to the ongoing responsibilities designated below;

### **Partner High School Instructor Roles and Responsibilities<sup>9</sup>**

- ❖ Complete, sign & submit all necessary documents, paperwork & required evidence requested by assigned faculty liaison
- ❖ Correspond and collaborate with your faculty liaison in a professional and timely manner throughout the year
- ❖ Annually submit the High School Instructor Agreement<sup>10</sup>
- ❖ Attend faculty liaison's
  - New concurrent enrollment instructor course orientation -or-
  - Returning concurrent enrollment instructor refresher training
- ❖ Coordinate with PSEO/Concurrent Enrollment coordinator to assist students in completing the HTC application and Authorization to Register forms for the selected course<sup>11</sup>
- ❖ Create a course structure that will maintain appropriate college level and rigor that aligned with on-campus course expectations by;
  - Building and utilize a learning management system/online space for the course and provide access to learning management system or online space to faculty liaison
  - Review and ensure methods of assessments and grading policy are of appropriate college level and rigor

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<sup>9</sup> See **Appendix E** for a timeline of duties

<sup>10</sup> See **Appendix C** for High School Instructor Agreement form

<sup>11</sup> Contact PSEO/Concurrent Enrollment Coordinator for this form

- Discuss what ‘A’ student work looks like and what it means to earn an ‘A.’ Do the same for grades ‘B-F’
- Creating a syllabus and student welcome information in alignment with the on-campus course, HTC syllabus policy and receive approval by the faculty liaison prior to class start<sup>12</sup>
- ❖ Confirm class roster is accurate with the PSEO/Concurrent Enrollment Coordinator
- ❖ Arrange a course site-visit with faculty liaison and complete the Site-Visit Report<sup>13</sup>
- ❖ Plan, attend and document at least one discipline-specific, faculty liaison approved, professional development opportunity, such as but not limited to: workshops, conferences, on-campus or 3<sup>rd</sup> party training, journals and/or articles<sup>14</sup>
- ❖ Confer and complete a Paired Student Assessment by selecting a shared course assessment between the high school course and on-campus course.<sup>15</sup>
- ❖ Confer with faculty liaison to assign final grades (A, B, C, D or F) for each enrolled student
- ❖ Require students to complete course evaluation at end of the course
- ❖ Connect with faculty liaison post-course to review course evaluations, provide feedback and discuss future offering of the concurrent enrollment course<sup>16</sup>

### **Faculty Liaison Selection and Commitment**

Liaisons will be selected in consultation with the assigned program/department academic dean. Faculty liaisons will be asked to commit to two years as a liaison, but will review at the end of each year whether or not they would like to continue.

Factors to be considered in selection of faculty liaisons:

- Desire to participate in concurrent enrollment program with partnering high schools
- Desire to commit to program requirements and expectations
- UFT status
- Credit load
- Subject expertise

The Academic Dean who oversees the program related to the proposed high school concurrent enrollment course, will determine and assign the faculty liaison to participate in the concurrent enrollment program. The Academic Dean will use the factors stated above, feedback from the high school’s current concurrent enrollment instructors, and the respective faculty liaisons in their determination.

### **Concurrent Enrollment Program Faculty Leadership**

Faculty are appointed to the Concurrent Enrollment Advisory Board to serve staggered three year terms. The MN legislative mandate stipulates the number of faculty seats. The Minnesota State College Faculty union hold the responsibility for faculty appointments to the committee. In addition, faculty liaisons meet monthly to provide ongoing quality improvement feedback and share effective practice models. Current list of advisory board members can be found in **Appendix A**.

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<sup>12</sup> See **Appendix F** for Student Information and Syllabus Alignment Checklist

<sup>13</sup> See **Appendix H** for Site-Visit Report

<sup>14</sup> See **Appendix K** for Annual Academic Professional Development Plan

<sup>15</sup> See **Appendix G** for Paired Student Assessment

<sup>16</sup> See **Appendix M** for a sample Student Course Evaluation questions

## **New Faculty Liaison Onboarding**

A new faculty liaison will begin by meeting with the Director of Partnerships & College Pathways to review program policies, procedures, and duties to ensure System & NACEP compliance. Sign the Faculty Liaison Agreement prior to course start. New and returning faculty liaisons will adhere to the ongoing responsibilities designated below;

### **Faculty Liaison Roles and Responsibilities<sup>17</sup>**

- ❖ Complete, sign & submit all necessary documents, paperwork & required evidence for each concurrent enrollment relationship assigned
- ❖ Correspond and collaborate with the high school instructor in a professional and timely manner throughout the year
- ❖ Complete and sign the Faculty Liaison Agreement<sup>18</sup>
- ❖ Create, document and deliver (before class start):
  - A course orientation for new concurrent enrollment high school instructors assigned –or
  - A course refresher training for returning concurrent enrollment high school instructors assigned*Sessions must consist of discipline specific course materials & content, provide course updates & insights, and answer high school instructor questions to best ensure quality & alignment of course*
- ❖ Evaluate course structure to ensure alignment with on-campus course expectations by:
  - Reviewing the learning management/online space for the concurrent enrollment course
  - Reviewing methods of assessments and grading policy are appropriate college level and rigor
  - Discuss what ‘A’ student work looks like and what it means to earn an ‘A.’ Do the same for grades ‘B-F’
  - Approve course syllabus and submit a signed Student Information & Syllabus Alignment Checklist<sup>19</sup>
- ❖ Attend the annual concurrent enrollment program “kick-off” meeting
- ❖ Perform a concurrent enrollment course site-visit with high school instructor (in-person or virtually), and submit a signed Site-Visit Report<sup>20</sup>
- ❖ Plan, document and potentially deliver (when applicable) at least one<sup>21</sup>:
  - Ongoing professional development for assigned concurrent enrollment high school instructor(s) such as, but not limited to: workshops, conferences, on-site or off-site training, journals and/or articles.
- ❖ Confer & complete a Paired Student Assessment by selecting a shared course assessment between the high school course and on-campus course<sup>22</sup>
- ❖ Confer and submit final grades (A, B, C, D, or F) through eServices for each enrolled student within 10 business days of concurrent enrollment course conclusion.
- ❖ Connect with high school instructor post-course to review course evaluations, provide feedback and discuss future offering of the concurrent enrollment course.<sup>23</sup>

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<sup>17</sup> See **Appendix E** for a timeline of duties

<sup>18</sup> See **Appendix D** for Faculty Liaison Agreement

<sup>19</sup> See **Appendix F** for Student Information & Syllabus Alignment Checklist

<sup>20</sup> See **Appendix H** for Site-Visit Report

<sup>21</sup> See **Appendix K** for Annual Professional Development Plan

<sup>22</sup> See **Appendix G** for Paired Student Assessment

<sup>23</sup> See **Appendix M** for a sample Student Course Evaluation questions

## Appendix A: CONCURRENT ENROLLMENT ADVISORY BOARD

### 2020 - 2021 CE Advisory Board Membership

Dena Russell, Director Partnerships & College Pathways, Hennepin Technical College, [dena.russell@hennepintech.edu](mailto:dena.russell@hennepintech.edu)

Becky Koltes, PSEO/Concurrent Enrollment Coordinator, HTC, [becky.koltes@hennepintech.edu](mailto:becky.koltes@hennepintech.edu)

Jason Jones, Perkins & Pathways Coordinator, HTC, [jason.jones@hennepintech.edu](mailto:jason.jones@hennepintech.edu)

Jeff Peterson, Business Faculty, HTC, [jeff.peterson@hennepintech.edu](mailto:jeff.peterson@hennepintech.edu)

HTC Faculty Liaison – TBD

Mark Johnson, Academic Dean, HTC, [mark.johnson@hennepintech.edu](mailto:mark.johnson@hennepintech.edu)

Tamuriel Grace, Director of Achievement & Integration, Robbinsdale Schools, [tamuriel\\_grace@rdale.org](mailto:tamuriel_grace@rdale.org)

Erik Sills, Administrator, Prior Lake High School, [erik.sills@bhmschools.org](mailto:erik.sills@bhmschools.org)

Concurrent Enrollment Student / Alumni / Parent – TBD

**Appendix B: ACCUPLACER SCORES & COURSE PLACEMENT**

ESL READING		ESOL PLACEMENT
0-60		See Enrollment Advisor about Adult Basic Education
61-75		ESOL0821 Grammar & Writing II (5 cr) ESOL0822 Reading II (4 cr) ESOL0823 College Communication Skills II (3cr)
76-92		ESOL0831 Grammar & Writing III (5 cr) ESOL0832 Reading III (4 cr) ESOL0833 College Communication Skills III (3 cr)
93+		ESOL0841 Grammar & Writing IV (5 cr) ESOL0842 Reading IV (4 cr) ESOL0843 College Communication Skills IV (3 cr)

\*after completion of ESOL Lev 4, students are college lev in reading, may register for ENGL1021 or ENGL1026

Next Generation READING		READING PLACEMENT
200-204		See Enrollment Advisor about Adult Basic Education
205-234		ENGL0901 Reading Techniques (3 cr)
235-249		ENGL0921 Applied Reading Techniques (3 cr)
250+		College Level ( <i>no developmental courses required</i> )

Next Generation READING		WRITING PLACEMENT
200-204		See Enrollment Advisor about Adult Basic Education
205-219		ENGL0935 Fundamentals of Writing Plus (6 cr)
220-234		ENGL0930 Fundamentals of Writing (4 cr)*
235-249		ENGL1021 Essay Fundamentals (3 cr) ENGL1026 Writing for Careers (3 cr) ENGL1010 Business English (3 cr)
250+		ENGL2121 Writing & Research (4 cr) ENGL2125 Technical Writing (3 cr) ENGL2130 Introduction to Creative Writing (3 cr) ENGL2050 Short Form Composition and Reporting (4 cr)

\*if placed 220-234, student may elect to take either ENGL0930 or ENGL0935

Next Generation MATH		MATH PLACEMENT
200-234 Arithmetic		MATH0950 Essential Skills for Math Pathways (2 cr)*
235+ Arithmetic		MATH1007 Math for the Trades (2 cr) MATH1050 Math Pathways for College & Careers Plus (4 cr)**
252+ Arithmetic <b>OR</b> <235 QAS		MATH1060 Math Pathways for College & Careers (3 cr)**
235-260 QAS		MATH1500 Beginning Algebra (3 cr) MATH1650 Mathematical Literacy (4 cr)
261+ QAS <b>OR</b> <250 AAF		MATH1700 Intermediate Algebra (3 cr)
261-300* QAS		MATH2050 Applications of Quantitative Reasoning (3 cr)
261-300 QAS		MATH2150 Introduction to Statistics (3 cr)
250+ AAF		MATH2200 College Algebra (4 cr)

\*If bumped into the AAF test due to a high score on QAS (261+), then any score on AAF will place into 2050 or 2150

\*MATH0950 has Financial Aid restrictions; \*\*MATH1050/1060 Reading Comp 235+ Lockout

COMPUTER LITERACY			KEYBOARDING	
<b>WINDOWS</b>	<b>MAC</b>		0-24 wpm	CPLT1000 Computer Keyboarding (2 cr) – <b>IS</b> required if prerequisite for specific course or major
0-39%	0-11	CPLT0900 Keyboarding & Computer Basics (2 cr)*		
40-69%	12-20	CPLT1100 Computer Essentials in the Digital World (3 cr)** CPLT1200 Introduction to Mac (3 cr)	25+ wpm	CPLT1000 is NOT required
70%+	21+	College-level ( <i>no developmental courses required</i> )		

\*CPLT0900 235+ Reading or ESOL Lev 3; \*\*may take with completion of ESOL Lev 4



Hennepin Technical College

## ACT/SAT/MCA Scores – College Level

### Test Waivers

	ACT	SAT
READING	21+	Combined scored with Writing 480+
ENGLISH	18+	
MATH	22+	530+

*\*test waivers in reading, writing and math are completed via Test Waiver checklist*

### Scores manually entered in ISRS

	MCA
READING	1047+
MATH – Statistics (MATH2150)	1148+
MATH – Liberal Arts Mathematics (MATH2050)	1150+
<i>MATH – College Algebra (MATH2200)</i>	1158+

*\*college level scores are entered into ISRS (no test waiver)*

*\*\*Reading Test scores must be 2013 or later*

*\*\*Math test scores must be 2014 or later*

**ACT/SAT/MCA scores are valid for 5 years**

## Appendix C: HIGH SCHOOL INSTRUCTOR AGREEMENT



High School: \_\_\_\_\_ College Faculty Liaison: \_\_\_\_\_  
Department: \_\_\_\_\_ High School Instructor: \_\_\_\_\_  
Course Title: \_\_\_\_\_ Course #: (*e.g., CCIS 1100*) \_\_\_\_\_

As a concurrent enrollment instructor for Hennepin Technical College, I will:

1. Complete, sign & submit all necessary documents, paperwork & required evidence for each concurrent enrollment relationship assigned to the Director of Partnerships & College Pathways
2. Correspond and collaborate with your faculty liaison in a professional and timely manner throughout the year
3. Attend faculty liaison's
  1. New concurrent enrollment instructor course orientation -or-
  2. Returning concurrent enrollment instructor refresher training
4. Facilitate and assist students in completing the HTC application and Authorization to Register form
5. Create a course structure that will:
  1. build and utilize a learning management system/online space for the course
  2. ensure methods of assessments and grading policy are of appropriate college level and rigor
  3. be in alignment with what 'A' student work looks like and properly reflect what it means to earn an 'A.' The same for grades 'B-F'
  4. creating a syllabus and student welcome information in alignment with the on-campus course, HTC syllabus policy and receive approval by the faculty liaison prior to class start<sup>24</sup>
  5. Ensure students know their rights and responsibilities as a college student
6. Confirm class roster is accurate with the PSEO/Concurrent Enrollment Coordinator
7. Arrange a course site-visit with faculty liaison and complete the Site-Visit Report<sup>25</sup>
8. Attend and document at least one discipline-specific, faculty liaison approved, professional development opportunity, such as but not limited to: workshops, conferences, on-campus or 3<sup>rd</sup> party training, journals and/or articles
9. Confer and complete a Paired Student Assessment
10. Confer with faculty liaison to assign final grades (A, B, C, D or F) for each enrolled student
11. Facilitate the completion of student course evaluation at end of the course
12. Confer with faculty liaison post-course and review student course evaluations, provide feedback and discuss future offering of the concurrent enrollment course

\_\_\_\_\_  
*Signature of High School Instructor*

\_\_\_\_\_  
*Date*

<sup>24</sup> See **Appendix F** for Student Information and Syllabus Alignment Checklist

<sup>25</sup> See **Appendix H** for Site-Visit Report



## Appendix D: FACULTY LIAISON AGREEMENT



Faculty Liaison Name: \_\_\_\_\_

Program / Department: \_\_\_\_\_

High School Instructor Name: \_\_\_\_\_

High School Name: \_\_\_\_\_

As a faculty liaison for HTC, I will:

1. Complete, sign & submit all necessary documents, paperwork & required evidence for each concurrent enrollment relationship assigned to the Director of Partnerships & College Pathways
2. Correspond and collaborate with the high school instructor in a professional and timely manner throughout the year
3. Attend the annual concurrent enrollment program “kick-off” meeting
4. Create, document and deliver:
  - A course orientation for new concurrent enrollment instructors assigned –or-
  - A course refresher training for returning concurrent enrollment instructors assigned

*Sessions must consist of discipline specific course materials & content, provide course insights, and answer high school instructor questions to best ensure quality & alignment of course*

5. Evaluate course structure to ensure alignment with on-campus course expectations by:
  - Reviewing the learning management/online space for the concurrent enrollment course
  - Reviewing methods of assessments and grading policy are appropriate college level and rigor
  - Discuss what ‘A’ student work looks like and what it means to earn an ‘A.’ Do the same for grades ‘B-F’
  - Approve course syllabus and submit a signed Student Information & Syllabus Alignment Checklist
6. Perform a concurrent enrollment course site-visit with high school instructor (in-person or virtually), and submit a signed Site-Visit Report
7. Plan, document and potentially deliver (when applicable) at least one:
  - Ongoing professional development for assigned concurrent enrollment high school instructor(s) such as, but not limited to: workshops, conferences, on-site or off-site training, journals and/or articles
8. Confer, complete and submit a Paired Student Assessment
9. Confer and submit final grades (A, B, C, D, or F) through eServices for each enrolled student within 3 business days of concurrent enrollment course conclusion
10. Connect with high school instructor post-course to review course evaluations, provide feedback and discuss future offering of the concurrent enrollment course

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*Faculty Liaison Signature*

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*Date*

## Appendix E: FACULTY LIAISON / HIGH SCHOOL INSTRUCTOR DUTIES & TIMELINE



The faculty liaison's role is to serve as the instructor of record, overseeing and ensuring the integrity of the college course's high school implementation. Please use this form as a guide to complete required evidence by the given timeline. Collection of evidence is a requirement for NACEP accreditation and program quality reviews. Liaisons may submit the paperwork at any point in the semester, but prior to the end of the course.

High School: \_\_\_\_\_ High School Instructor: \_\_\_\_\_ Faculty Liaison: \_\_\_\_\_

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_ Course Dates: \_\_\_\_\_

Please review the following:

Complete:	✓	Duties	NACEP Standard	Required Evidence to Submit
Before class starts		High School Instructor and Faculty Liaison agree to adhere to their respective duties	F1	<ul style="list-style-type: none"> <li>- High School Instructor Agreement (Appendix C)</li> <li>- Faculty Liaison Agreement form (Appendix D)</li> </ul>
Before class starts		Deliver & document new high school instructor orientation or returning instructor training by faculty liaison	F2	<ul style="list-style-type: none"> <li>- Course specific training materials</li> <li>- Date and summary of training and how training material will be used</li> <li>- See <b>Appendix N – Standard F2</b> for documentation guidance</li> </ul>
Before class starts		Evaluation of course structure's alignment with on-campus course expectation	C1, C2, C3	<ul style="list-style-type: none"> <li>- Review of learning management / online space for course</li> <li>- Review assessments methods &amp; grading policy are college level appropriate</li> <li>- Discuss what 'A-F' student work looks like and what it means to issue such a grade</li> </ul>
Before class starts		Evaluation of course syllabus for alignment with on-campus course expectation. At least 80% alignment required	A1, C1, C2, S3	<ul style="list-style-type: none"> <li>- Student Information and Syllabus Alignment Checklist (Appendix F)</li> <li>- Copy of High School syllabus</li> <li>- Copy of HTC syllabus</li> </ul>
During/Prior to end of course		Review examples of chosen paired student assessments. At least one example of each, when applicable, of A, B, C, D, and F student work	A1	<ul style="list-style-type: none"> <li>- Paired Student Assessment (Appendix G)</li> <li>- Example of paired assessment                             <ul style="list-style-type: none"> <li>o One from on-campus course</li> <li>o One from high school course</li> </ul> </li> </ul>
During/Prior to end of course		Plan & complete a site-visit (in person or virtually) and submit a site-visit report	C3	<ul style="list-style-type: none"> <li>- Site Visit Report (Appendix H)</li> </ul>
During/Prior to end of course		Discuss, develop and complete a discipline-specific professional development opportunity relevant to the concurrent enrollment course	F3	<ul style="list-style-type: none"> <li>- Annual Academic Professional Development Plan (Appendix K)</li> </ul>

2 weeks prior to end of course		Support distribution and completion of the electronic Student Course Evaluation. <i>*recommend student complete during a class session</i>	E1	<ul style="list-style-type: none"> <li>- Director of Partnerships &amp; College Pathways will send evaluation link</li> <li>- High School Instructors administer 2 weeks prior to the end of the course</li> <li>- See <b>Appendix M</b> for a sample student course evaluation</li> </ul>
End of Course		Submit final grades <i>*Recommended to review process prior to end of course</i>	A1	<ul style="list-style-type: none"> <li>- High school teacher will provide HTC faculty liaison with final grades</li> <li>- Faculty liaison will ensure grades are of appropriate college level</li> <li>- Faculty liaison submit within 3 business days of the end of the course</li> </ul>
End of Course		Submit a Statement of Equivalency	A1	<ul style="list-style-type: none"> <li>- Statement of Equivalency Guidelines (Appendix I)</li> </ul>
After Class Ends		Review & Discussion of Course Evaluation Results	E1, E2	<ul style="list-style-type: none"> <li>- Director of Partnerships &amp; College Pathways will share course evaluation results.</li> </ul>
End of School Year		Complete the electronic Concurrent Enrollment Surveys for High School Counselors, Instructors and Principals	E1	<ul style="list-style-type: none"> <li>- Director of Partnerships &amp; College Pathways will send survey link</li> <li>- Complete by end of the school year</li> </ul>

Signatures below indicate the faculty liaison and high school instructor agree to completion of these duties within the designated timeline requirements stated above.

High School Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

HTC Faculty Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

Submit completed form to: Hennepin Technical College, Director of Partnerships & College Pathways.

**Appendix F: STUDENT INFORMATION & SYLLABUS ALIGNMENT CHECKLIST**

High School: \_\_\_\_\_ Term \_\_\_\_\_ High School Teacher \_\_\_\_\_

Course Title: \_\_\_\_\_ Course#: \_\_\_\_\_ Faculty Liaison \_\_\_\_\_

 The **National Alliance of Concurrent Enrollment Partnerships (NACEP)** standards requires:

- Proficiency of learning outcomes is measured using comparable grading standards and assessment methods **(A1)**
- Use of the same departmental designation, course descriptions, number, titles, and credits **(C1)**
- CE courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college discipline **(C2)**
- Student be advised about benefits & implications of taking college courses, as well as the college's policies and expectation **(S3)**

**Directions:** Use this checklist to document alignment and ensure required information is communicated to students.

**Syllabus & Policies Alignment Checklist**

REQUIRED COURSE COMPONENTS – All stated must be present for compliance	HTC Syllabus	HS Syllabus
High School (HS) Name / College Name with Address		
Academic Semester, Year		
Course Information: Title / Number / # of Credit Hours / Course Description / Course Learning Outcomes		
Course Textbook and/or other required materials		
Course required technology/software		
Instructor Information: Name, Phone, Email and which method of contact is preferred Office location, Office hours <i>HS syllabus must include both the HS Instructor Information and Faculty Liaison's Information. Please label college faculty information as "College Faculty Liaison."</i>		
Course Requirements & Grading Policies: Assessment types & weights, Class participation and/or attendance, Grading Scale <i>*HS assessments ought to be comparable, at college level &amp; rigor, and similar weight on final grade as college course (see Appendix N)</i>		
Course Outline / Course Calendar with Assignment Due Dates		
Student Informed in Syllabus or 1 <sup>st</sup> Day of Class – Benefits & Implications of taking college course.	FL verifies with HS Instructor	
REQUIRED LINKS to COLLEGE POLICY COMPONENTS	HTC Syllabus	HS Syllabus
Student Code of Conduct - <a href="https://www.hennepintech.edu/policy/pdfs/3-6POL.pdf">https://www.hennepintech.edu/policy/pdfs/3-6POL.pdf</a>		
Academic Integrity - <a href="https://www.hennepintech.edu/policy/pdfs/3HTC9POL.pdf">https://www.hennepintech.edu/policy/pdfs/3HTC9POL.pdf</a>		
Course Add/Drop/Withdraw - <a href="https://www.hennepintech.edu/current-students/registration/add-drop-withdraw-info.html">https://www.hennepintech.edu/current-students/registration/add-drop-withdraw-info.html</a>		

REQUIRED LINKS to COLLEGE RESOURCES	HTC Syllabus	HS Syllabus
Campus Resources & Services - <a href="https://www.hennepintech.edu/current-students/resources-and-services.html">https://www.hennepintech.edu/current-students/resources-and-services.html</a>		
Tutoring Centers – In person & online services <a href="https://www.hennepintech.edu/current-students/tutoring-centers/index.html">https://www.hennepintech.edu/current-students/tutoring-centers/index.html</a>		
Library Services - <a href="https://www.hennepintech.edu/current-students/library/index.html">https://www.hennepintech.edu/current-students/library/index.html</a>		
Student Computer Labs <a href="https://www.hennepintech.edu/technology-services/computer-labs.html">https://www.hennepintech.edu/technology-services/computer-labs.html</a>		
Counseling services, email and phone numbers <a href="https://www.hennepintech.edu/current-students/counseling.html">https://www.hennepintech.edu/current-students/counseling.html</a> ,		
Academic Advising - <a href="https://www.hennepintech.edu/current-students/advising/advising.html">https://www.hennepintech.edu/current-students/advising/advising.html</a>		
Student Technology Support - <a href="https://www.hennepintech.edu/Covid19/TechResourcesCOVID19.html">https://www.hennepintech.edu/Covid19/TechResourcesCOVID19.html</a>		

**NOTES:** If components don't align, please give a brief rationale and justification for its approval in space provided.

**CLASSROOM POLICIES:**

(It is strongly suggested that a statement of student classroom behavior be included in the syllabi. This would define the instructor's policy on talking during class, other disruptive behavior in the classroom, leaving the classroom during class, use of electronic equipment (e.g., laptop computers, cellphones, text-messaging devices) during class, etc. The ramifications of violating this policy should be clearly stated.)

**COMPLIANCE AND SECURITY REPORT:**

In compliance with federal and state laws including the Drug-Free Schools and Community Act, Equity in Athletics Disclosure Act, Right to Know, Campus Security Act, Drug-Free Workplace Act, and the Family Educational Rights and Privacy Act, the Compliance, Safety and Security Report is available online (<https://www.hennepintech.edu/current-students/rights-responsibilities/student-rights.html>), or by calling 952-995-1300.

*By signing and submitting this form, I acknowledged that I have compared the high school & on-campus course syllabi/course welcome information and noted **at least 80%** alignment in the areas as indicated above.*

Faculty Liaison signature: \_\_\_\_\_ Date: \_\_\_\_\_

High School Instructor signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix G: PAIRED STUDENT ASSESSMENT**

Side-by-side comparison of one paired example of an on-campus and concurrent enrollment student assessment tool, such as: final exams, lab exercises, essay assignments, or grading rubric. These should be considered high-stakes in grading scale and comparable format (do not compare a quiz to a final project).

High School: \_\_\_\_\_ Term \_\_\_\_\_ High School Teacher \_\_\_\_\_

Course Title: \_\_\_\_\_ Course#: \_\_\_\_\_ Faculty Liaison \_\_\_\_\_

The **National Alliance of Concurrent Enrollment Partnerships (NACEP)** standards requires:

- Proficiency of learning outcomes is measured using comparable grading standards and assessment methods (A1)

Grading Standards	Description	HTC	High School (on-campus)
Assessment Tool Name	Ex: CH4 – Planning your Career		
Assessment Tool Style	Ex: final exam, chapter project, assignment, etc.)		
Frequency	How often is tool used throughout term		
Portion of Final Grade	- % of final grade or - points out of total		
Assessment Method	Description	HTC	High School (on-campus)
Course Learning Outcome or Content	State the aspect being assessed		
Grading Method	Provide grading rubric or statement		
Level of work being compared	A-work to A-work B-work to B-Work etc		

Faculty Liaison, please explain why you believe the CEP student(s) being assessed were assessed at the same level of rigor as on-campus students: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*By signing and submitting this form, I acknowledged that I have compared a similar high school course assessment to that of an on-campus assessment. A follow up discussion was had with the high school Instructor upon completion of that comparison.*

Faculty Liaison signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix H: SITE-VISIT REPORT**
*Completed by Faculty Liaison*

High School: \_\_\_\_\_ College Faculty Liaison: \_\_\_\_\_

Department: \_\_\_\_\_ High School Instructor: \_\_\_\_\_

Course Title: \_\_\_\_\_

 Course #: (*e.g., CCIS 1100*) \_\_\_\_\_ Date of Visit: \_\_\_\_\_

Indicate if the following is in compliance with HTC guidelines.

	Yes	No	Other	Comments
1. Site visit was conducted on-site and in-person <ul style="list-style-type: none"> <li>If visit was conducted via web, please indicate in comments</li> </ul>				
2. Content presented during site visit aligns with content of the on campus course (C3)				
3. Content delivered demonstrated rigor and depth equivalent to the on-campus course (C3)				
4. Course assignment and requirements meet college expectations (A1)				
5. In class assessment(s) aligned with the rigor and depth of the on-campus course				
6. Students were actively engaged and/or demonstrated interest of the content during the class session				
7. Was the course equipment, technology and/or software consistent with on-campus and industry standards				

*(continued on next page)*

1. Briefly describe the content and/or curriculum presented during the site-visit.

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2. Briefly describe what impressed you the most during the site-visit.

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3. Did you received feedback from students in the class, if yes please provide a summary.

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4. What were the overall impressions with the site-visit and content being delivered?

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5. Do you have recommendations that will improve content/delivery of content presented at site-visit?

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6. What did you learn from observing the course and meeting with your high school instructor?

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7. I am satisfied that HTC's curriculum is being delivered successfully in this class:

YES \_\_\_\_\_ NO \_\_\_\_\_

Please provide specific reasons why you are/are not satisfied below. Please attach additional page if more comments are needed than space provided below.

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*Signature of Faculty Liaison*

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*Date*

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*Signature of High School Instructor*

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*Date*



Please provide a Curriculum and Assessment Statement of Equivalency for each discipline that partners with your concurrent enrollment program to offer courses to your respective high schools. The faculty liaison should write the statement, explaining how they ensure the concurrent enrollment program courses are equivalent to the courses taught on campus. This statement should include the handling of academic freedom, student learning outcomes, syllabi review, assessment review, grading standards, and theoretical/philosophical orientation of the on-campus department. If there are differences between CEP and on-campus standards, include a rationale for the differences and explain the process used to affirm that CEP and on-campus learning objectives are aligned.

**FORMAT AND WRITING THE STATEMENT:**

The statement should be written on departmental or college/university letterhead and include:

1. An introductory paragraph that identifies the statement's author, the discipline they represent, role at the university, length with the program, and role in CEP Program (i.e. faculty liaison, department chair, etc.)
2. The letter should be broken down into the following headings with responses to each section beneath it:
  - I. Academic Freedom
  - II. Student Learning Outcomes
  - III. Syllabus Review
  - IV. Assessment Review
  - V. Grading Standards
  - VI. Theoretical/Philosophical Orientation
3. The letter should be signed by the author verifying the authenticity of the statement. Electronic signatures are not appropriate.

NACEP has provided a list of guiding questions after the guidelines to help faculty with the specific areas noted in the letter. The guiding questions help focus faculty on the specific items that the Accreditation Commission is most interested in. Please note that the questions are there as suggested topics to address with the responses of the above headings.

**NACEP Statement of Equivalency Guiding Questions****1. Academic Freedom:**

How does the college or department define academic freedom? What level of variation might occur across campus sections of the same course?

To what extent is academic freedom permitted in the CEP course? How does it compare to that allowed on campus?

**2. Student Learning Outcomes:**

- How are the learning outcomes for your courses developed within your department? If learning outcomes are not the same across sections of a course, describe the department's approach and extent of variation in campus and CEP learning outcomes.
- How do you assure that CEP instructors are teaching to the student learning outcomes (i.e. orientation, professional development, site visits, etc.)? If relevant, describe an experience when a CEP instructor was not adhering to the expectations for the course.
- How are department revisions to student learning outcomes communicated to CEP instructors?

### **3. Syllabi Review:**

When are new syllabi initially reviewed and approved? Who conducts this review?

Detail the approach to evaluating a new syllabus, including the minimum components or areas of most importance. If not described above, address how consistent learning outcomes are assured. How are any required changes to a new syllabus communicated?

Beyond the initial review, explain how the department ensures CEP syllabi are up to date.

Discuss any important differences between the execution of the course on campus and in the CEP, addressing how the syllabus upholds the integrity of the college course.

### **4. Assessment Review:**

Describe how your department assures that CEP assessments are comparable in rigor to those on campus (i.e., share samples from campus, review CEP assessments, professional development, etc.).

- Describe how your department assures that grading standards are comparable between the CEP and campus course (i.e., review of syllabi and graded work, rubrics, grade norming, assessment data collection, etc.). This goes beyond grading scales, including how assignments are graded and how final grades are calculated.

### **5. Grading Standards**

Describe your department's philosophy on grading standards and how this is communicated to the concurrent enrollment instructors.

### **6. Theoretical/Philosophical Orientation of the On-Campus Department:**

- What is your department's approach to the discipline? Are there certain hallmarks or best practices? How is this philosophy or approach reflected in the CEP courses?
- How do CEP courses, instructors, and students fit into your department or program's goals, outcomes, or structure? For example, to what extent are CEP instructors treated like adjuncts or included in decision-making, meetings, etc.? To what extent is the CEP considered in departmental discussions of identity, policy or program changes, and future courses or degrees?
- Describe how your department builds relationships with CEP instructors and students.

## **Appendix J: NON-COMPLIANCE POLICY FOR COURSE CONTENT**

All HTC instructors must adhere to the HTC common course outline content, academic rigor, and assessment components as outlined by HTC policies and faculty liaison's instructions. Non-compliance occurs when an instructor does not adhere to any of the outlined HTC course content expectations.

If a faculty liaison has concerns regarding an HTC instructor's adherence to the course content, academic rigor, and/or assessment components, the faculty liaison must contact the program Director. On a case-by-case basis, the instructional issues will be addressed with involvement of the academic Dean, high school instructor and college faculty member, with a goal of assisting the high school instructors to correct the concerns.

The process:

1. Faculty liaison documents concerns in writing on site visit report and shares concerns with the high school instructor. The site report is sent to the program Director who collaborates with the assigned academic Dean. If the issues are not resolved, the program Director sends a copy to the high school instructor, and the principal with a request to meet and resolve.
2. The Director coordinates a meeting with the high school administrator, faculty liaison, and high school instructor to discuss concerns and develop an action plan, if needed.
3. Faculty liaison connects with the high school instructor to set up another observation or meeting to determine if the concerns required in the action plan have been addressed and resolved.
4. If necessary, a second consultation with the high school administrator, faculty liaison, and high school instructor, will occur re-address the concerns and develop an action plan.
5. If action plan unsuccessful, the program Director, the faculty liaison, and Academic Dean will meet to determine the continuation of the course instructor and course. After thorough consultation and careful consideration, the group may cancel the course for the subsequent academic year and the instructor will lose his/her status as a high school instructor in that discipline. The high school administration will be informed of the College's decision, and the Director will work with the high school to identify another instructor, if appropriate.

**Appendix K: ANNUAL ACADEMIC PROFESSIONAL DEVELOPMENT PLAN**

Discipline-specific professional development participation is mandatory for all concurrent enrollment high school instructors annually. The college must provide discipline specific professional development activities and ongoing collegial interaction to address course content, delivery, assessment, evaluation and/or research in the field. The purpose of this professional development form is to document the activities completed and a summary of the teaching/learning.

**Instructor Information**

High School Instructor	
High School	
Course Discipline	

*Part 1: List of activities completed*
**Discipline-Specific Course Completed**

Required Evidence to submit: College Transcript – Unofficial

Course name and number	Institution	# of Credits	Completion Date

**Discipline-Specific Training/Conference Attendance**

Required Evidence to submit: Certificate of attendance or specific session documentation. (*Conference registration documentation is not sufficient*)

Name of training, workshop or conference	Provided by	# of Hours	Date(s) of Attendance

**Other Professional Development Opportunities**

Examples: Journal article review, Sit in on HTC class, Discuss curriculum/teach strategies with other HTC concurrent enrollment instructors, HTC Faculty Liaison training. Required evidence: See Part 2

Description of Activity	Provided by	# Hours	Completion Date

**Part 2: Summary of Training/Learning**

In accordance with NACEP and Minnesota State requirement, professional development without accompanying documentation will not count toward meeting this requirement.

**Summary of Learning:** For each professional development option below, a summary of learning must be submitted along with any other required evidence. This summary must include:

- Training content, format of delivery, and elapsed time
- Bullet-point summary highlighting high school instructor & faculty liaison discussion
- Statement regarding the implementation or non-implementation of article topics

*Professional Development and resulting discussions must total at least four-hours.*

**Professional Development Options**

**Discipline-Specific Course Completed:** High school instructor must submit an unofficial transcript indicating successful competition of the course

**Discipline-Specific Training/Conference Attendance:** Registration documentation will not be acceptable

- 3<sup>rd</sup> PARTY TRAINING: High school instructor must submit documentation of their attendance or something distributed at session to show they attended
- PROFESSIONAL DISCIPLINE-SPECIFIC CONFERENCE: High school instructor must submit certificate of attendance

**Other Professional Development:**

- JOURNAL ARTICLE: Faculty liaison to select journal article(s) discussing new or upcoming aspect of the industry to be read & reviewed by both faculty liaison and high school instructor
- HTC COLLEGE COURSE SITE-VISIT: Faculty liaison to select course date that will highlight curriculum, content and/or training pertinent to High School Instructor’s ability to provide a course that is appropriate college level and rigor
- LEARN FROM ONE ANOTHER: Meeting for all faculty/high school instructors within the discipline to discuss aspects of the curriculum and different teaching strategies used
- TRAINING IN-HOUSE: Faculty liaison provides training on pertinent equipment/software/etc. used in their on-campus courses

*Note: some disciplines might include multiple HTC programs so you can work together, e.g., Business, Accounting, and IT would all be one discipline.*

**Please attach Summary of Learning to this document**

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*Signature of Faculty Liaison*

---

*Date*

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*Signature of High School Instructor*

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*Date*

## **Appendix L: NON-COMPLIANCE POLICY FOR ATTENDANCE AT PROFESSIONAL DEVELOPMENT**

All HTC instructors are expected to attend annual orientation or reorientation to stay informed of the college expectations as they relate to current course content and rigor. Additionally, HTC instructors must attend the annual discipline specific workshop to stay in compliance with policy. These may occur on the same date.

The Director for Partnerships maintains documentation of annual participation for all instructors. The Director conducts annual compliance review and notifies those instructors who are in danger of non-compliance with participation.

In the event the high school instructor misses the annual discipline-specific workshop and has not made arrangements to meet individually with the faculty liaison prior to the start of the term, the following will result:

1. The faculty liaison will contact the instructor to coordinate a meeting. An individual meeting between the faculty liaison and the instructor will serve as a substitute (on a onetime basis) for the annual discipline-specific workshop. The primary focus of the meeting will be to review discipline-specific expectations related to course content and rigor.
2. If the instructor is unable to meet with the faculty liaison, cancels the meeting, or is unwilling to find a time to meet, the Director will alert the high school administrator and instructor that his/her course is in jeopardy of being cancelled. The instructor will then be responsible for contacting the faculty liaison to schedule a meeting *before the end of the semester* and report back to the Director with the meeting specifics.
3. If the instructor misses the annual discipline-specific workshops and DOES NOT meet with the faculty liaison prior to the start of the succeeding academic year, the instructor will be placed on a probation for one-year. During the probationary period, the instructor must meet with the faculty liaison and attend the next discipline-specific workshop. The high school administrator and liaison will be informed of the probationary period and consequences of non-compliance.
4. If, at the end of the probationary year, the instructor remains non-compliant, the concurrent enrollment course will be canceled and the instructor removed from the approved list of concurrent enrollment instructors for that course. *If the high school has another approved instructor, they may submit paperwork for the course to be taught by a different instructor.*

## Appendix M: STUDENT COURSE EVALUATION POLICY

Student Course Evaluation must be completed by the last attendance day of the course. The Director for Partnerships & College Pathways will send high school instructors a link for students to complete an online evaluation within 2-4 weeks of the end of the course. Raw results will be sent to high school instructor, faculty liaison, and principal at the participating school. High school instructors and faculty liaisons are required to discuss the results and identify opportunities for course improvement. Director of Partnership & College Pathways will follow up with any student concerns.

### Sample Student Course Evaluation:

1. Course Name
2. Instructor Name
3. My instructor...
  - a. Covered course goals and objectives stated on syllabus
  - b. Stimulated thinking
  - c. Was approachable
  - d. Provided opportunities for me to ask questions
  - e. Responded effectively to my questions
  - f. Offered individual help and encouragement
  - g. Provided feedback on my assignments
4. The class met my expectations
5. The course...
  - a. In-class activities were helpful
  - b. Books and materials helped me learn
  - c. Work for the course appropriate to the credit I earned
6. How would you rate the course?
7. How would you rate the instructor?
8. How likely are you to recommend course to a friend?
9. How likely are you to recommend instructor to a friend?
10. What helped you learn best?
11. Is there anything additional you would like to share with us?

## Appendix N: NACEP STANDARDS AND EVIDENCE

### 2020 National Concurrent Enrollment Partnership Standards and Required Evidence<sup>26</sup>

Revised March 2020, Effective 2018-19 School Year



#### NACEP Partnership Standards (P)

<p>Partnership 1 (P1)</p>	<p>The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership</p> <p>Required Evidence:</p> <ol style="list-style-type: none"><li>1. Organization Chart that shows how and where the concurrent enrollment program fits into the organization.</li><li>2. Description of concurrent enrollment staff structure, including services provided by other departments of the college/university.</li><li>3. A listing of all Faculty Liaisons by discipline and a description of Faculty Liaison role, including comprehensive faculty liaison procedures and practice guide or handbook.</li><li>4. College/university mission statement, strategic plan or other guiding document and description of how the concurrent enrollment program aligns. Both Program Director and Chief Academic Officer will sign the NACEP Partnership Form or provide a letter that both individuals sign.</li></ol>
<p>Partnership 2 (P2)</p>	<p>The concurrent enrollment program has ongoing collaboration with secondary school partners.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"><li>1. A description of the ongoing collaboration between partners and the roles and responsibilities of each stakeholder. Include evidence that supports the collaboration, such as event materials, stakeholder survey results, partner meeting minutes, or advisory board feedback.</li><li>2. A sample Memorandum of Understanding (MOU) or partnership agreement, if available, between the college/university and district or high school. If not available, description of the process under which a school/district leadership and concurrent enrollment program establish a partnership and the extent of the relationship.</li></ol>

<sup>26</sup> Additional commentary for required evidence (pg: <http://www.nacep.org/docs/accreditation/2020.3.11AccreditationGuideCEPFinal.pdf>)



## NACEP Faculty Standards (F)

<p>Faculty 1 (F1)</p>	<p>All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> <li>1. Description of the process and timeline for appointing, approving, or denying concurrent enrollment instructors, and how the process is publicized or made available to high school partners.</li> <li>2. Listing of minimum instructor credentials by course or discipline and a description of the process by which those qualifications are established by the institution's academic leadership.</li> <li>3. Three completed samples of concurrent enrollment instructor applications, representing varied departments, that include documents required by the concurrent enrollment program (with secure information removed) and corresponding approval/appointment letters listing course/s for which instructor is approved.</li> </ol>
<p>Faculty 2 (F2)</p>	<p>Faculty Liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> <li>1. For each discipline, a sample of course-specific training materials and agenda for new concurrent enrollment instructor training.</li> <li>2. For each of these examples, a description written by the faculty liaison of how new instructors are trained. Include a description on how the materials provided for evidence are used.</li> <li>3. Attendance tracking report documenting the date each new concurrent enrollment instructor received initial course-specific training.</li> </ol>
<p>Faculty 3 (F3)</p>	<p>Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> <li>1. Provide all seminar descriptions, materials, event minutes, conference reports, or individualized meeting summaries utilized from each discipline's annual professional development activity.</li> <li>2. For each discipline a description written by the faculty liaison of how the example of the concurrent enrollment program's annual professional development further enhances course-content and delivery knowledge and/or addresses research and development in the field. This description should include the format, delivery method, frequency, and an explanation of how annual professional development is distinct from new instructor training.</li> <li>3. Procedures and/or policy describing how the concurrent enrollment program ensures and tracks professional development participation, and follows up with those who do not attend. A tracking report documenting when each concurrent enrollment instructor most recently participated in annual professional development.</li> </ol>
<p>Faculty 4 (F4)</p>	<p>The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> <li>1. A comprehensive concurrent enrollment instructor procedures and practice guide.</li> <li>2. A description of the concurrent enrollment program's administrative orientation for new instructors, including agenda, materials, and format.</li> <li>3. A copy of the procedures for instructor non-compliance. If you have had a non-compliant instructor/s, please provide documentation of the process followed.</li> </ol>

## NACEP Assessment Standard (A)

Assessment 1 (A1)	<p>The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"><li>1. A Statement of Equivalency written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.</li><li>2. Paired student assessment tools from on-campus and concurrent enrollment sections – one paired example from each discipline for side-by-side comparisons (such as final exam, lab exercise, essay assignment, or grading rubric).</li></ol>
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## NACEP Curriculum Standards (C)

Curriculum 1 (C1)	<p>Course administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, title, and credits.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"><li>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.</li></ol>
Curriculum 2 (C2)	<p>The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"><li>1. Paired syllabi from on campus and concurrent enrollment sections from one course per discipline, with the learning objectives highlighted.</li><li>2. A Statement of Equivalency for each discipline written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.</li></ol>
Curriculum 3 (C3)	<p>Faculty Liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"><li>1. A description of what happens during a typical site visit and an explanation of how site visits are used to provide feedback from college/university faculty to concurrent enrollment program instructors.</li><li>2. A description of how site visits are tracked by the concurrent enrollment program and an explanation of the concurrent enrollment program-defined site visit frequency of (1) first time instructors and (2) veteran instructors.</li><li>3. Provide tracking documentation that lists the most recent site visit date for each instructor and the name of the site visitor and title.</li><li>4. One site visit report representing each discipline performed by a faculty member with content knowledge of the discipline.</li></ol>

## NACEP Student Standards (S)

<p>Student 1 (S1)</p>	<p>Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> <li>1. Official letter from the college/university registrar verifying compliance with the standard.</li> <li>2. Sample student transcript from the college/university with identifying information redacted.</li> <li>3. Registration calendar(s) for concurrent enrollment, with explanations of any notable differences in registration, add/drop, and withdrawal timeframes compared with those for on-campus students.</li> </ol>
<p>Student 2 (S2)</p>	<p>The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> <li>1. Published outline of registration process and sample application provided to students and schools, including any prerequisites for each college/university course offered for concurrent enrollment.</li> <li>2. Description of process used to verify that students meet prerequisites.</li> </ol>
<p>Student 3 (S3)</p>	<p>Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> <li>1. Provide example materials addressing topics including, but not limited to: <ul style="list-style-type: none"> <li>• College/university student conduct policies such as academic integrity, consequences of plagiarism, and academic dishonesty;</li> <li>• Advising issues such as college programs of study, prerequisites, pre-testing, course load, grading standards, and credit transferability;</li> <li>• Enrollment processes such as course cancellations and registration;</li> <li>• Legal rights under FERPA and ADA; and</li> <li>• Impact on future financial aid.</li> </ul> </li> <li>2. Description of the process of advising students, including format, delivery method, timeline, who conducts advising, and what information is provided.</li> </ol>
<p>Student 4 (S4)</p>	<p>The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> <li>1. A description and documented evidence of the learning resources available to concurrent enrollment students, and how they are informed.</li> <li>2. A description and documented evidence of the student support services available to concurrent enrollment students, and how they are informed.</li> </ol>

## NACEP Evaluation Standards (E)

Evaluation 1 (E1)	<p>The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"><li>1. Survey instrument. If there is variation among departments, submit one sample of each type of evaluation instrument used.</li><li>2. Sample of an evaluation report that instructors receive regarding the college/university course. If there is variation among departments, submit one sample for each type of evaluation report used.</li><li>3. Description of process used to share student course evaluation results with concurrent enrollment instructors and faculty liaisons, as well as any follow-up actions that the concurrent enrollment program may take based on the results.</li></ol>
Evaluation 2 (E2)	<p>The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"><li>1. Provide a detailed report describing a research study or set of evaluations that the concurrent enrollment program conducted within or in progress during the last two academic years prior to applying. This report should include abstract or executive summary which includes why the study was needed (i.e. what question did it answer), introduction, methodology, results, and discussion sections. Provide the research instrument such as surveys and interview questions, as appropriate. Some studies will rely on data pulls from existing data systems and will not have a research instrument.</li><li>2. Describe how the results and any improvement plans are being communicated with the college and school leadership, as well as how the program continues to track whether the improvement plan is yielding beneficial results.</li><li>3. Describe the types and frequency of program evaluation methods used by the program to assess student success, impact on school partners and/or other program goals.</li></ol>