



Minnesota State
Community and Technical College

CONCURRENT ENROLLMENT HANDBOOK



www.minnesota.edu

877.450.3322



MINNESOTA STATE

Minnesota State Community and Technical College
is a member of the Minnesota State system

An Equal Opportunity Educator/Employer.
Un Educador/Empleador de oportunidad Igual.



Minnesota State
Community and Technical College

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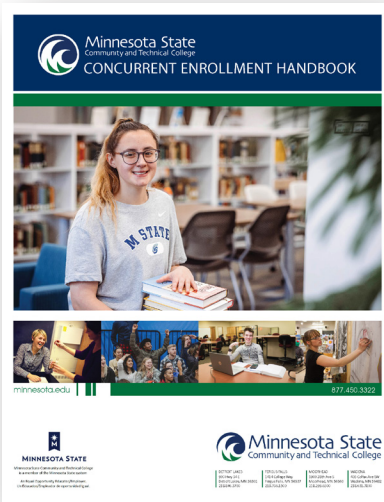
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ABOUT M STATE

Minnesota State Community and Technical College (M State) is a public, non-profit community and technical college that has campuses in four unique communities in west central Minnesota and is a member of the Minnesota State system. M State is a regional, student-focused institution poised for a strong future and the largest two-year college in Greater Minnesota.

M State offers Associate of Science, Associate of Applied Science, Associate of Arts and Associate of Fine Arts degrees, diplomas and certificates in more than 70 degree, diploma and certificate programs. The College's commitment to student success is reflected in all we do and in the services we provide to all students and stakeholders.

You belong here. minnesota.edu

**MORE THAN
6,000
STUDENTS**
ATTEND EACH YEAR

**MORE THAN
43%
ATTENDED TUITION FREE**
IN THE PAST FIVE YEARS

**MORE THAN
70
CAREER AND
TECHNICAL PROGRAMS**

**19:1
STUDENT TO
FACULTY RATIO**

**MORE THAN
\$350,000
IN SCHOLARSHIPS
AWARDED**

**WORKFORCE DEVELOPMENT
SOLUTIONS DELIVERS MORE THAN
100,000
HOURS
OF TRAINING EACH YEAR**

**96%
GRADUATE
PLACEMENT RATE
IN THEIR AREA OF STUDY**

**92%
PASS RATE
ON LICENSURE EXAMS
ASSOCIATE DEGREE NURSING
AND RADIOLOGIC TECHNOLOGY**

**58%
FIRST-GENERATION
STUDENTS**
(FEDERAL DEFINITION, EXCLUDES DUAL ENROLLMENT)

**28%
STUDENTS
OF COLOR**

**59%
PART-TIME
STUDENTS**

**23%
INCREASE IN ONLINE
CREDITS TAKEN
FROM 2019-2022**



LETTER FROM THE PRESIDENT

Dear M State High School Partner,

Welcome to the Concurrent Enrollment Program at Minnesota State Community and Technical College. At M State, you'll find we are committed to the values of inclusion, integrity and innovation. Our vision is a success story for every student. The winning combination of a quality education, student engagement and the support of our educational partners helps create each student's story.



We are honored to join you in developing success stories for your students. Our goal is to provide an experience that leaves your students prepared, accomplished and ready to continue life-long learning on their way to achieving their educational, career and life goals.

Please be sure to use this handbook as a resource and guide for concurrent enrollment. If you have any questions, contact a member of our K12 team.

Thank you for being a part of our M State community!

Carrie Brimhall, Ph.D.
President
M State Alumnus

MISSION, VISION AND VALUES

MISSION

Minnesota State Community and Technical College specializes in affordable and exceptional education, service, and workforce training. We welcome all students and engage them in shaping their futures and their communities.

VISION

A success story for every student.

VALUES

Integrity

As dedicated professionals, we act with purpose in everything we do. We are sincere and honest in our relationships and communications, and hold ourselves accountable to doing the right thing even when no one is watching.

Inclusion

We welcome, respect and accept people for who they are and celebrate the power of our collective differences in creating and shaping more robust, energized communities.

Innovation

Through the power of our four campuses, strategic partnerships and creative problem-solving, we enhance communities. We incorporate technology to improve the student experience, and we see continuous improvement as a constant.



PROGRAM OVERVIEW

CONCURRENT ENROLLMENT PROGRAM (CEP)

M State's Concurrent Enrollment Program (CEP) was founded in 1985 as a way to deliver college-level courses in the high school, taught by qualified high school instructors. The program has evolved over the years to serve over 40 school districts in west central Minnesota and work with more than 100 high school instructors. M State's CEP was awarded initial accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP) in 2016, the sole accrediting body for concurrent partnerships, which sets standards to ensure dual credit program quality, rigor and excellence.



Benefits of concurrent courses include:

- Earn college credit as a high school student
- Save money
- Experience college in a high school setting
- Develop college-level study habits and time-management skills
- Experience college expectations and academic rigor
- Save time and gain flexibility in college by completing credits in high school

Concurrent enrollment course offerings span the academic disciplines and include more than 20 Minnesota Transfer Curriculum course options in art, biology, chemistry, communications, English, history, math, physics, political science, psychology, sociology, and Spanish. Technical course options include accounting, business and more. The program may be able to offer other courses to meet the curriculum needs of partner high schools and students. Concurrent students are held to the same standards of achievements as those expected of students enrolled in classes at M State.

M State works closely with partner high schools to provide a superior level of service in the areas of faculty mentoring, student admission, registration and transcript processing. Faculty mentors take great pride in developing collaborative relationships with high school concurrent enrollment instructors. Eligible high school students engage in college-level courses that encourage them to persist in taking rigorous coursework throughout their high school and college careers.

COMMON CONCURRENT COURSE OFFERINGS

ACCT 1124 - Spreadsheet Applications
ACCT 2211 - Financial Accounting I
BIOL 1104 - Biology of Human Concerns
BIOL 1122 - General Biology I
BIOL 1123 - General Biology II
BIOL 2202 - Principles of Nutrition
BIOL 2260/61 - Anatomy and Physiology I
BIOL 2262/63 - Anatomy and Physiology II
BUS 1100 - Business Computers
BUS 1141 - Introduction to Business
BUS 1146 - Personal Finance
CHEM 1100 - Fund. Concepts Chemistry
CHEM 1111 - General Inorganic Chemistry I
CHEM 1112 - General Inorganic Chemistry II
COMM 1120 - Introduction to Public Speaking
COMM 1130 - Small Group Communications
COMM 1140 - Interpersonal Communications
COMM 2200 - Intercultural Communication
ECON 2210 - Macroeconomics

ECON 2222 - Microeconomics
ENGL 1101 - College Writing
ENGL 1205 - Writing About Literature
ENGL 1210 - Writing About Current Issues
ENGL 1215 - Prof. and Technical Writing
ENGL 2200 - Introduction to Creative Writing
ENGL 2230 - Environmental Literature
ENGL 2234 - Intro. to Literature: Short Stories
ENGL 2235 - Intro. to Literature: Drama
ENGL 2236 - Intro. to Literature: Novels
ENGL 2302 - American Ethnic Literature
HIST 1101 - Western Civ.: Ancient to 1600s
HIST 1102 - Western Civ.: 1600s to Present
HIST 1201 - American History to 1877
HIST 1202 - American History since 1877
HLTH 1116 - Medical Terminology
MATH 1114 - College Algebra
MATH 1115 - Functions/Trigonometry
MATH 1116 - College Trigonometry

MATH 1118 - Precalculus
MATH 1122 - Applied Calculus
MATH 1134 - Calculus I
MATH 1135 - Calculus II
MATH 1213 - Introduction to Statistics
PHYS 1105 - Fund. Concepts in Physics
PHYS 1401 - College Physics I
PHYS 1402 - College Physics II
POLS 1120 - American National Gov.
PSYC 1101 - Human Interaction
PSYC 1200 - General Psychology
PSYC 2220 - Abnormal Psychology
PSYC 2222 - Lifespan Development
SOC 1111 - Introduction to Sociology
SPAN 2211 - Intermediate Spanish
SPAN 2212 - Intermediate Spanish II

**Any M State course may be considered as a concurrent offering. Course outlines can be found at www.minnesota.edu/course-descriptions.*



PROGRAM COMMITMENT AND RESPONSIBILITIES

M STATE RESPONSIBILITIES

M State is committed to serving our partner high schools with the utmost integrity by providing quality postsecondary educational opportunities to high school students.

M State will:

- Communicate all CEP requirements.
- Provide exceptional customer support for day-to-day occurrences.
- Recruit and train high-quality faculty mentors.
- Support the high school instructors' course syllabus and academic freedom.
- Provide annual professional development.
- Register high school students for transcribed college credit.
- Communicate and respond in a timely manner to all correspondence.
- Make on-site high school visits (when requested) to meet with students, parents, instructors and/or administrators.
- Adhere to NACEP standards and maintain programmatic accreditation.

HIGH SCHOOL ADMINISTRATION RESPONSIBILITIES

The high school administration will:

- Adhere to the CEP Memorandum of Understanding (contract) requirements.
- Sign and return the CEP Memorandum of Understanding (contract) as requested.
- Assist in the online application submission process for new instructors.
- Pay appropriate fees for courses.
- Support high school instructors annual professional development by attending Concurrent Enrollment Day.
- Contact CEP staff with program questions, staffing changes or student concerns.
- Purchase all textbooks and supplies.

DESIGNATED HIGH SCHOOL CONTACT RESPONSIBILITIES

Every district must assign a point of contact for their school, which can be a counselor, instructor or administrator. The designated contact is vital to the program's success and serves as the key connection between the high school students, high school instructors and M State.

The designated high school contact will:

- Assist students with application, registration, and academic progress and appeals.
- Follow M State's concurrent enrollment process timeline, which can be found at www.minnesota.edu/ceptimeline.
- Confirm courses every term.
- Submit appeals.
- Review class list(s) for accuracy and communicate any student drop, add and withdrawals.
- Distribute class lists to instructors for final grade entry and follow up to ensure class lists are submitted to M State's

registrar by the deadline.

- Share information and program updates with CEP instructors.
- Communicate and respond in a timely manner.
- Be educated on FERPA laws and collect and store Release of Information Forms.
- Coordinate visits with CEP staff for concurrent enrollment presentations to high school students, parents, instructors, counselors and administration.
- Collect and store Student Rights and Responsibilities (optional).

HIGH SCHOOL INSTRUCTOR RESPONSIBILITIES

High school instructors will:

- Work with an assigned faculty mentor to create a syllabus that meets all of M State's CEP syllabus requirements, for every course taught. A Sample Syllabus and a Syllabus Template and Checklist with these requirements is available at www.minnesota.edu/instructor.
- Instructors will distribute the syllabus to their students at the start of the course. Instructors are encouraged to have students sign the syllabus to further ensure that they have read and understand their responsibilities.
- Instructors are required to meet or exceed the competencies listed in the course outline and assess for those competencies. Specific lessons, models, methods and pedagogy are determined by the instructor in consultation with the mentor. Course outlines and competencies can be found at www.minnesota.edu/course-descriptions.
- Work with an assigned faculty mentor to select a textbook that reflects current information relevant to the discipline. The high school is responsible for the purchasing of course textbooks.
- Meet with an assigned faculty mentor:

For a new instructor or new course, four meetings and two course observations are required. At least one planning meeting between the mentor and high school instructor must occur prior to the start of the term. The planning meeting includes New Instructor Orientation and Training. The remaining meetings can be done in tandem with the course observations and at the end of the term.

Repeat course offerings with the same instructor are required to have three meetings. At least one of these meetings will be a classroom observation.

Mentors will record their meeting observations and recommendations, which are submitted and reviewed by the program director.

- Attend annual professional development (Concurrent Enrollment Day). Annual professional development and ongoing collegial interaction is a NACEP accreditation requirement which serves to further enhance instructor pedagogy and breadth of knowledge in the discipline.
- Comply with NACEP accreditation requirements.
- Respond to communications from faculty mentors and CEP staff in a timely manner.
- Review class lists at the start of the course and work with the designated high school contact to communicate any changes to CEP staff.
- Submit final grades by the deadline.
- Stay in compliance with FERPA.
- Participate in electronic surveys (end-of-course student surveys and instructor program surveys).
- Work with high school administration to communicate extended leave dates and coverage plans by submitting an Instructor Extended Leave Form, found at www.minnesota.edu/instructor.

M STATE FACULTY MENTOR RESPONSIBILITIES

M State faculty mentors will:

- Conduct meetings and visits with high school instructors:

For a new instructor or new course, four meetings and two course observations are required. At least one planning meeting between the mentor and high school instructor must occur prior to the start of the term. The planning meeting includes New Instructor Orientation and Training. The remaining meetings can be done in tandem with the course observations and at the end of the term.

Repeat course offerings with the same instructor are required to have three meetings. At least one of these meetings will be a classroom observation. The remaining two meetings can be done using technology or in person.

- Mentors will record their observations and recommendations using the online Mentor Report Form, which are submitted and reviewed by the program director. A mentor report is required for every course, every term. *Please note, mentor concerns can be communicated to the program director at any time or recorded on the mentor report. If urgent concerns arise, mentors shall promptly communicate with the program director.*
- Provide course-specific training in course philosophy, curriculum, pedagogy and assessment prior to the high school instructor teaching the course using the New Instructor Orientation and Training Form, which can be found at www.minnesota.edu/mentor.
- Provide support, guidance and mentoring for concurrent enrollment high school instructors to ensure the delivery of a quality, collegiate-level learning experience for concurrent enrollment students.
- Review and discuss the course syllabus and course outline with the high school instructor to ensure consistency in course outcomes and expectations.
- Review and discuss grading practices to ensure standards are aligned to M State courses.
- Review and discuss assignments and assessments to ensure students are being evaluated using methods similar to M State courses.
- Mentor the high school instructor on college-level subject matter, course guidelines, required materials, assignments, assessments, grading, student engagement and academic rigor.
- Provide relevant M State academic policies and procedures to the instructor upon request.
- Ensure students have access to library and other college services to assist them in their academic success.
- Comply with NACEP accreditation requirements to provide evidence of paired student assessments, paired syllabi, professional development mentor statement narrative and a signed Statement of Equivalency upon request by CEP staff.
- Attend and participate in the annual professional development day (Concurrent Enrollment Day) and/or provide one-on-one discipline-specific professional development to the high school instructor. Annual professional development and ongoing collegial interaction is a NACEP accreditation requirement which serves to further enhance instructor pedagogy and breadth of knowledge in the discipline.
- Document annual discipline-specific professional development topics and discussions (including materials and activities) using the Annual Discipline-Specific Professional Development Evidence form.
- Use the Concurrent Enrollment Handbook and other mentor and instructor resources.



Concurrent Enrollment Timeline

	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Confirm Courses	Confirm Spring Courses Oct. 1 - 31					Confirm Fall Courses Mar. 1 - 31			
Registration			Spring Registration Dec. 1 - 15	Please review the M State class lists mailed to your high school at the start of every semester for accuracy. Concurrent instructors can log in to D2L Brightspace to view class lists.				Fall Registration May 1 - 31	
Grades				Grades Jan 1 - Feb. 10				Grades May 1 - June 5	



PROGRAM PROCEDURES AND PRACTICES

COURSE CONFIRMATIONS

The designated high school contact will confirm course offerings for the coming semester via an online form emailed by CEP staff. Please refer to the CEP Timeline above for course confirmation dates. **IMPORTANT:** Any course cancellations or additions for upcoming semesters must be communicated promptly to CEP staff. Confirming course offerings is an imperative step in the CEP process. Changes to course offerings significantly impact mentor assignments and the registration process, and may result in delays to assigning a mentor and/or being able to confirm a college-level offering.

COURSE PROCEDURES

CEP courses

Courses administered through CEP are M State catalogued courses with the same departmental designations, course descriptions, course outcomes, numbers, titles and credits. High schools are not permitted to alter any of the aforementioned designations, including course title and outcomes.

Adding a new course

The designated high school contact will communicate the school's request to add a new concurrent enrollment course to CEP staff. The request will be reviewed by CEP staff and the faculty mentor. The course approval or denial will be communicated to the designated high school contact.

REGISTRATION

CEP staff will email course registration forms to the designated high school contact to be filled out for each class. Class sizes can not exceed the course cap as determined by the College. If the number of enrolled students is greater than the course cap, another section will need to be added. Registration forms will be returned to the College's associate registrar. A class list of registered students will be emailed back to the designated high school contact and must be reviewed for accuracy. **IMPORTANT:** M State CEP staff will not be held responsible for transcript errors due to inaccurate class lists.

GRADING PROCEDURE

M State will mail class lists to the designated high school contact to distribute to the high school instructors. Instructors will record the final grades on the class lists using grades A, B, C, D, F, I (no plus or minus grades), date and sign the lists and return them to M State's associate registrar in accordance with the CEP Timeline (see page 5).

INSTRUCTOR QUALIFICATIONS AND APPLICATION PROCESS

All concurrent enrollment instructors are approved by the College and must meet the minimum qualifications for instructors teaching the course on campus. Each applicant is considered independently, but a minimum of a master's degree within the discipline, or a master's degree in a subfield with 18 graduate credits in the specific discipline is required. Qualifications to teach a career and technical education course vary by discipline.

The online application can be found at www.minnesota.edu/instructor and must include:

- A letter of recommendation from the high school principal
- A summary of the instructor's qualifications and interest in teaching for the program
- Resume
- Graduate transcripts

Upon review of the completed application, CEP staff will communicate the approval or denial to the applicant and high school administration. If fully approved, official graduate transcripts will be required.

NEW INSTRUCTOR COURSE-SPECIFIC TRAINING AND ORIENTATION

Every new concurrent enrollment instructor will complete a required program orientation and course-specific training with their assigned faculty mentor prior to the start of the course. Prior to the CEP instructor teaching the course, the faculty mentor will provide a program overview (e.g. policies and procedures, handbook, professional development, syllabus, etc.) and course-specific training, which covers course outcomes, course curriculum, pedagogy, course philosophy, assessment, grading, student engagement, and textbook options/requirements. The faculty mentor will contact the instructor to establish a meeting to complete the orientation and course-specific training prior to the start of the course. Mentors will use the Training and Orientation Form found at www.minnesota.edu/instructor.

INSTRUCTOR REPLACEMENT PROCEDURE

When a high school concurrent enrollment instructor resigns, retires or is no longer teaching with the district, the high school must contact the CEP staff promptly. If the high school has a concurrent instructor on extended leave, please refer to the CEP Instructor Extended Leave Procedure below.

INSTRUCTOR EXTENDED LEAVE PROCEDURE

IMPORTANT: Any course or instructor changes that occur during the academic year must be communicated to M State CEP staff immediately. If a concurrent enrollment instructor goes on extended leave, the Instructor Extended Leave Form found at minnesota.edu/instructor must be submitted detailing a plan for coverage.

REQUIRED ANNUAL PROFESSIONAL DEVELOPMENT

All M State concurrent enrollment instructors are required to participate in annual professional development, Concurrent Enrollment Day. Annual professional development is for concurrent instructors, designated high school contact, high school administrators and faculty mentors. The day includes discipline-specific training, breakout sessions, panel discussions, distribution of any new CEP materials and resources and updates on CEP guidelines and best practices.

In compliance with NACEP, CEP staff maintain attendance records of annual professional development for high school instructors. M State CEP staff will contact instructors who have been found to be non-compliant.

If a concurrent instructor misses consecutive years of the annual professional development day, the following will occur:

- 1 year absence – The instructor must notify CEP staff of their absence.
- 2 years of absences – The instructor may be put on probation as a concurrent instructor.
- 3 years of absences – The instructor is in jeopardy of losing approval to teach concurrent courses with M State.

For extenuating circumstances when an instructor is unable to attend Concurrent Enrollment Day, arrangements may be made for one-on-one professional development with a faculty mentor. Prior approval is required by CEP staff.

NON-COMPLIANCE WITH INSTRUCTOR RESPONSIBILITIES

All concurrent instructors are expected to adhere to M State's CEP instructor responsibilities. The course competencies, academic rigor and expectations must mirror those of a traditional course taught at the College. If the mentor has concerns regarding a concurrent instructor's adherence to the course content, academic rigor, grading or other instructor responsibilities, they will notify M State's CEP leadership.

Actions that may be taken if a concurrent instructor is not in compliance:

- The mentor will document any concerns and submit their findings to the program director for review.
- Based on the outcome of the review, the high school administration may be contacted.
- A meeting may be scheduled for the concurrent instructor, mentor, high school administration and the program director to discuss the situation and develop a plan for compliance.
- If all parties cannot come to an agreed-upon plan or if the instructor fails to take actions toward compliance, the course may be canceled and the instructor may lose their approval to teach for the CEP.

COURSE CONTINGENCIES

M State reserves the right to discontinue a concurrent course offering based on: a) faculty mentor availability; b) student enrollment; c) course selection; d) instructor compliance with course content and concurrent responsibilities; and e) the course sharing with technology environment does not meet program expectations or adequately support student learning.

COURSE SHARING WITH TECHNOLOGY

High schools are permitted to share a concurrent course through the use of technology (e.g. ITV) with one other high school. The receiving school district shall work with the sending school district to arrange payment to M State according to the contracted tuition rate. The sending school district will submit payment to the College.

50 PERCENT ENROLLMENT PROCEDURE

The high school will agree that more than 50 percent of the students in a concurrent course will be enrolled for college credit.

9th and 10th Grade Option

Minnesota State Procedure 3.5.1 Postsecondary Enrollment Options (PSEO) Program, Subpart B. Eligibility standards and access for 9th and 10th grade students

These students must meet at least one of the following standards.

1. Rank in the upper one-tenth of their class, or
2. Attain a score at or above the 90th percentile on a nationally standardized, norm-referenced test, or
3. Have a favorable recommendation from a designated high school official to enroll in college or university courses

Eligible 9th and 10th grade students may only enroll in a course offered through concurrent enrollment or through PSEO

by contract under the following conditions defined in Minn. Stat. 124D.09, Subd. 5b:

1. The school district and the eligible postsecondary institution providing the course must agree to the student's enrollment; or
2. The course is a world language course currently available to 11th and 12th grade students, and consistent with Minn. Stat. 120B.022 governing world language standards, certificates, and seals. Indigenous languages and American Sign Language (ASL) are eligible under this provision.

STAKEHOLDER FEEDBACK

To remain in compliance with NACEP accreditation, the CEP will conduct end-of-course student surveys and provide the results to CEP instructors. The CEP will also use surveys to gather feedback from student alumni and K12 school district stakeholders to measure program quality, effectiveness and guide continuous improvement.

Furthermore, the CEP will have an advisory board to provide strategic advice and input on program related topics.

DATA PRIVACY

Minnesota State Community and Technical College maintains records about students in various places within the College. For example, the Admissions Office maintains student records, as does the Registration Office. Under federal and state law, students have certain rights concerning the records the College maintains.

Under the Minnesota Government Data Practices Act (MGDPA) and the Family Educational Rights and Privacy Act (FERPA), students have the right:

- To inspect and review their educational records.
- To request an amendment of records for the purpose of correcting inaccurate or misleading records, or records which violate student privacy or other rights in some fashion.
- To have a hearing regarding records which students believe are inaccurate or misleading, if the College does not amend records upon request.
- To place a written statement explaining disagreement with the College in their records, if the College does not amend records after the opportunity for a hearing about whether the records are inaccurate or misleading.
- To consent to disclosure of information which identifies students personally, except to the extent that disclosures are allowed without consent under state and federal law.
- To file a complaint with the United States Department of Education if students believe the College is not meeting the requirements of the federal law. Written complaints should be sent to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.
- To obtain a copy of the College's complete policy regarding education records. The College has policy information available in the Student Handbook section entitled Confidentiality of Student Records and Student Directory Data.

FERPA and the MGDPA permit disclosures without consent to college officials with legitimate educational interest. A college official is a person employed by the College in an administrative, supervisory, academic or support staff position; a person or company with whom the College has contracted; a student serving on official College committees; a person serving on the Board of Trustees or in the Office of the Chancellor; or a person assisting another College official in performing his or her tasks. A College official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.



STUDENT PARTICIPATION

PROGRAM ELIGIBILITY

High school senior students must have a 2.8 GPA; junior students must have a 3.2 GPA to be eligible to apply to M State's CEP.

APPLICATION FOR ADMISSION

Students will work with their designated high school contact to fill out the application for admission. Applications and high school transcripts are submitted to concurrent@minnesota.edu.

APPEALS

Student who would like to appeal their GPA and/or required assessment scores need to work with their designated high school contact to complete the Student Appeals Form at www.minnesota.edu/counselor.

DROP/ADD/WITHDRAW

Students needing to withdraw from their College courses can do so by contacting the designated high school contact. Students are encouraged to meet with their counselor before making a decision, as withdrawing may have an impact on satisfactory academic progress and future eligibility to receive financial aid. A student must drop a course within the first seven days of a semester to avoid receiving a "W" (withdraw) on their permanent transcript. No entry will be made on the student's academic record if a course is dropped within the first seven days of a semester. Students have the first seven days of a semester to add a course.

A student must withdraw from a course no later than the date on which eighty percent of the days in the academic semester have elapsed. A full semester course dropped after seven days and before 80 percent of the semester has elapsed will appear on the student's record as a "W". Should the student withdraw after 80 percent of the course has elapsed, a letter grade "F" will appear on their permanent transcript. The drop/add/withdraw deadlines can also be found at www.minnesota.edu/ceptimeline.

GRADES

The College will use the following letter grades to document student achievement:

- A = Excellent
- B = Above Average
- C = Average
- D = Below Average
- F = Failing
- I = Incomplete*
- W = Withdraw

**An incomplete (I) is assigned only in exceptional circumstances and is a temporary grade. It will be given to students who cannot complete the work of a course on schedule because of illness or other circumstances beyond their control. An "I" automatically becomes an "F" grade at the end of the next semester if requirements have not been satisfactorily met. Instructors have the option of setting an earlier completion date for the student.*

**M State does not award plus or minus grades.*

TRANSCRIPT REQUEST

To request a transcript to a non-Minnesota State system school, go to the M State forms page at www.minnesota.edu/forms and click on Transcript Request under the Graduation and Transfer heading. An electronic signature is required to complete the form. The request will be processed within 72 hours.

To request a transcript to another institution within the Minnesota State system, a transcript request is not needed, as all colleges and universities within the system have access to internal eTranscripts. To find out if a school is part of the Minnesota State system, visit www.minnstate.edu.

RELEASE OF INFORMATION

The Federal Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. When a student enters a postsecondary institution at any age, the right to access and control disclosure of education records under FERPA transfers from the student's parents to the student.

In most circumstances, family members will need to show an authorization form signed by the student to allow the release of information. Use the Release of Information Form (see page 15) under Resources and Forms at www.minnesota.edu/counselor.

STUDENT RIGHTS AND RESPONSIBILITIES

Be responsible

To be successful in college, you must accept responsibility for your choices and actions. You need to have self-discipline, good study habits and time-management skills. Students in concurrent courses are held to the same standards as students in classes taught on the college campus. Read your syllabus carefully to understand what is expected of you in your course.

Participate

Attendance and active participation are critical to your success as a college student. Each instructor's attendance policy should be outlined in the course syllabus. It is important to be engaged in classroom discussions and attend every class.

Hit the books

As a general rule, you will need to spend two hours of study time for every hour you are in class. College courses are more academically rigorous and demanding. Your college GPA will affect your high school GPA and your future college career.

Know your resources and support

Students need to visit www.minnesota.edu/cepstudents the first week of class to activate their StarID. Students will also find library resources, how to request a transcript and AA degree/transfer planning.

Academic honesty and integrity

Students are expected to be the sole author of their work and to acknowledge the authorship of others' work through proper citation and reference. Use of another person's ideas constitutes plagiarism and academic dishonesty and is prohibited conduct. The consequence of academic dishonesty is determined by the instructor and may include, but is not limited to, non-acceptance of submitted course work, failing grade on an assignment, lower and/or failing grade in a course. The Academic Honesty and Integrity Policy, along with all other M State policies, can be found at www.minnesota.edu/policies.

Meet the requirements

You are responsible for meeting satisfactory academic progress requirements every semester. This means maintaining the GPA and percentage completion requirements outlined in the M State Student Handbook found at www.minnesota.edu/handbook. Failure to meet these requirements will automatically disqualify you from the Concurrent Enrollment Program.

Ask for help

Talk your instructor and high school counselor right away if you are having difficulties, or call M State at 1.877.450.3322 and ask to speak with Concurrent Enrollment Program staff about your concerns.

Comply with college policies

You are responsible for understanding and complying with college policies outlined in the handbook (i.e., drop, add, withdrawal, academic progress, etc.). If you register for a course and decide to drop it, consult with your designated high school contact immediately. Concurrent students must follow the deadline for the last day to withdraw, just like all other college students. For important dates and deadlines, refer to the CEP timeline at www.minnesota.edu/ceptimeline.

FERPA FAQs

The Family Educational Rights and Privacy Act (FERPA) is a federal law which gives college students the right to control disclosure of private education records. If you would like your parent or guardian to have access to your records, you must sign a Release of Information Form (see page 15).

Plan for your future

Your concurrent courses will be a part of your permanent college record. You will be required to send an M State transcript to all colleges you attend in the future. Contact CEP staff to learn more about AA degree/course transfer planning by emailing concurrent@minnesota.edu.



M STATE POLICIES AND PROCEDURES

All M State policies and procedures can be found at www.minnesota.edu/policies.

ACCESSIBILITY RESOURCES

M State is committed to ensuring equal access to our facilities, services and academic programs for students with disabilities. The Accessibility Resources office (formerly Disability Services) works in partnership with faculty, staff and students to remove disability-related barriers to education through reasonable accommodations for qualified students. We provide information and resources to support an environment that is accessible and inclusive for all individuals.

Students seeking disability-related accommodations must self-disclose the nature of their disability to the Accessibility Resources office. We serve currently enrolled students (including PSEO and concurrent) who experience barriers in school settings due to the impact of a diagnosis such as:

- Mental health conditions (anxiety disorders, depression, bipolar disorders, schizophrenia)
- Learning disabilities (dyslexia, dysgraphia, dyscalculia, reading, math)
- ADD/ADHD
- Autism spectrum disorder
- Blind, vision loss or impairment
- Deaf, deafness, hearing loss
- Physical disabilities
- Brain injuries (TBI, concussion)
- Severe allergies (food, environmental)
- Chronic health conditions (diabetes, cancers, autoimmune disorders)
- Other conditions that lead to disability

M State has adopted Minnesota State system Board of Trustee Policy 1B.4 Access and Accommodations for Individuals with Disabilities, which can be found in full at www.minnstate.edu/board/policy/1b04.html.

ACADEMIC HONESTY AND INTEGRITY POLICY

Purpose

In support of Minnesota State Community and Technical College's core values, this policy establishes the standards for academic honesty and enforces the College's commitment to teaching and learning while maintaining authenticity, ethics

and scholarship in one's work as a student at the College.

Definitions

Cheating

Cheating includes, but is not limited to:

- The use of unauthorized assistance in taking quizzes, tests, exams, re-use of academic material from another course, completion of projects or any form of course assessment in any course modality.
- Using unauthorized sources determined by the instructor in written or oral assignments or projects.
- Acquiring test keys, test questions, solution manuals, etc. for distribution or use.
- Engaging in behavior explicitly prohibited by an instructor per the course syllabus.

Plagiarism

Plagiarism includes, but is not limited to:

- The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment.
- The unacknowledged use of materials prepared by another person or agency engaged in the selling of papers or other academic materials or misrepresentation of student work in any learning environment.
- Presenting another student's written work as your own.

Policy

Minnesota State Community and Technical College expects all students to represent themselves with integrity. In academic work, students are expected to present their original ideas, train of thought, images, direct quotations, summaries, points of view, and to give credit for the ideas of others.

When an instructor has convincing evidence of cheating or plagiarism, the instructor has a variety of options, which may include the following academic outcomes (this list is not exhaustive and the instructor is not obligated to offer any of these options):

- A failing grade may be assigned for the course in which the student cheated.
- The course or assignment grade may be reduced.
- The assignment may be given a zero.
- The individual item on the assignment may be given a zero.
- The student may be required to re-submit the assignment.
- The student may be required to submit an alternative assignment that meets the same learning outcomes.

The instructor shall report the incident of cheating/plagiarism and the academic outcome to the appropriate school dean in instances where a failing grade in a course is given solely due to academic dishonesty. The instructor may also choose to report the incident of academic dishonesty and the academic outcome to the appropriate school dean for other cases, at the instructor's discretion.

If the instructor, dean or any other person feels the seriousness of the offense warrants additional action, the incident may also be reported to the dean of students, who will determine any relevant student conduct outcome.

DISRUPTION FREE LEARNING ENVIRONMENT

M State strives to promote a classroom atmosphere that is characterized by respect, openness and cooperative interactions. Students play a critical role in helping to create a classroom environment where all students can learn without disruption.

Examples of disruptive behavior include, but are not limited to:

- Making loud and distracting noises.
- Eating in class when it is prohibited.
- Monopolizing classroom discussions to the detriment of student learning or the instructor's ability to teach.
- Repeatedly interrupting the instructor or other students.

- Using cell phones or electronic devices when prohibited.
- Behavior that distracts the class from the subject matter or discussion.
- Refusal to comply with faculty direction.
- Repeatedly leaving or entering the classroom during class without authorization.
- Failing to respect the rights of other students to express their viewpoints.
- Electronic conversations that are off-topic or not related to learning materials.

A student who has been notified repeatedly for disruptive behavior may be referred to the program director. It is possible that a student may not be allowed to continue to participate in the class. Removal from a course may result in a student earning a failing grade for the course.

MINNESOTA TRANSFER CURRICULUM (MnTC)

MnTC is the result of a collaborative effort by all of the two- and four-year public colleges and universities in Minnesota to define a common philosophy toward general education. The goal of this effort is to help students transfer their work in general education. Completion of a defined transfer curriculum at one institution enables a student to receive credit for all lower-division general education courses upon admission to any other Minnesota State system institution. Students who complete a general education transfer curriculum are certified in 10 areas of competency by faculty at the sending institution. All MnTC courses offered by system institutions must transfer within the system into the goal areas as designated by the original institution. The following are the 10 goal areas of the MnTC:

1. Written and Oral Communication
2. Critical Thinking
3. Natural Sciences
4. Mathematics/Symbolic Systems
5. History and the Social and Behavioral Sciences
6. The Humanities—the Arts, Literature and Philosophy
7. Human Diversity
8. Global Perspective
9. Ethical and Civic Responsibility
10. People and the Environment

To see what goal area(s) a class meets, refer to the course outline at www.minnesota.edu/mntc.

GRADE POINT AVERAGE (GPA)

Academic progress will be evaluated, in part, in terms of grade point average. The following system will be used to establish a student's grade point average and will be the only grades included in the GPA calculation:

Letter Grade	Grade Value	Grade Point Value Per Credit Hour	Total
A	Excellent	4	4 x # course credits
B	Above Average	3	3 x # course credits
C	Average	2	2 x # course credits
D	Below Average	1	1 x # course credits
F	Failure	0	0 x # course credits
I	Incomplete	0	0 x # course credits

A GPA is determined by the sum of all grade points divided by total credits attempted, except those credits that carry grades other than the usual A-F grades.

NOTE: CEP courses can not be audited. They must be taken for a grade.

SATISFACTORY ACADEMIC PROGRESS

All concurrent enrollment students must meet satisfactory academic progress standards to remain in good academic standing. Students must maintain an acceptable grade point average and course completion rate for their registered credits to meet M State's standards for satisfactory academic progress and to qualify for future financial aid. The acceptable grade point average and completion rate is progressive based on cumulative registered credits and is detailed below:

Qualitative Measure

Cumulative Registered Credits	Minimum Required GPA
-------------------------------	----------------------

0- 5	0.00
------	------

6- 23	1.75
-------	------

24 or more	2.00
------------	------

Quantitative Measure

All students are required to earn a minimum of their cumulative registered/attempted credits. Grades of F, FN, FW, I, NC, W, and Z (or blank/missing) are treated as registered credits but not earned credits and thus negatively impact the percentage of completion.

REPEATING COURSES

Concurrent courses taken with M State may be repeated with the approval of the designated high school contact. Both the original grade and the repeat grade will appear on the student's transcript. The highest grade will be used to compute the student's GPA.

APPENDIX

RELEASE OF INFORMATION FORM

www.minnesota.edu | 877.450.3322

TO WHOM IT MAY CONCERN:

I, _____, (student ID #) _____, hereby authorize Minnesota State Community and Technical College and (high school name) _____

to release and/or orally discuss the education records described below about me to:

Name (List names of both parents, guardians and others)

Relationship

_____	_____
_____	_____
_____	_____

The specific records covered by this release are (check all that apply):

_____ **Registration** (add/drops/withdrawals)

_____ **Grade Reports**

_____ **Classroom Attendance/Academic Progress/Performance/Behavior**

_____ **All of the above**

_____ **Other** (please specify) _____

I understand that the student records information listed above includes information about me which is classified as private under Minn. Stat. §13.32 and the Federal Family Education Rights and Privacy Act. I understand that by signing this Informed Consent Form, I am authorizing Minnesota State Community and Technical College and my high school to release to the persons named above and their representative's information which would otherwise be private and not accessible to them.

I understand that, at my request, Minnesota State Community and Technical College and my high school must provide me with a copy of any educational records it releases to the persons named above pursuant to this consent. I understand that I am not legally obligated to provide this information and that I may revoke this consent at any time. **This consent expires one year from the date signed or until I withdraw my consent, whichever comes first.** A photocopy of this authorization form may be used in the same manner and with the same effect as the original document.

I am giving this consent freely and voluntarily and I understand the consequences of my giving this consent.

Name Printed: _____

Signature: _____ Date: _____

The college is asking you to provide information which includes private information under State and Federal Law. The information is optional; however, if you refuse to provide some or all of the optional information, the college may not be able to process your request.

Please keep this completed form with the student's record at the high school.

CONCURRENT INSTRUCTOR TRAINING AND ORIENTATION

CEP instructor orientation and course-specific training is required for new instructors and must occur prior to the start of the course. Training can be done in person or via technology (Zoom, phone, etc.). Please submit this checklist and meeting notes with your mentor report.

Instructor: _____ High School: _____

Mentor: _____ Date: _____

PROGRAM OVERVIEW

☐ Concurrent Enrollment Program Overview

Review the Concurrent Enrollment Handbook at www.minnesota.edu/instructor. Include the review of topics such as FERPA, course caps and the student agreement of understanding.

☐ Mentor/Mentee Relationship

Number of visits and how they will occur, mentor reports, etc.

☐ Instructor Roles and Responsibilities

☐ Syllabus Requirements

A sample syllabus, syllabus checklist and template can be found at www.minnesota.edu/instructor.

☐ Concurrent Enrollment Day

DISCIPLINE SPECIFIC AGENDA

☐ Book Requirements (suggestions)

☐ Course Outcomes

☐ Course Curriculum

☐ Pedagogy

☐ Course Philosophy

☐ Assignments and Assessments

☐ Grading

☐ Other:

REQUIRED MEETING NOTES

As required per programmatic accreditation standards, please include a narrative demonstrating course-specific discussions beyond the checklist.

Annual Discipline-Specific Professional Development Evidence

M State concurrent enrollment instructors must participate in annual discipline-specific professional development and ongoing collegial interaction (per NACEP accreditation) to further enhance their pedagogy and breadth of knowledge in the discipline. If an instructor is not able to attend Concurrent Enrollment Day, professional development must be arranged with the faculty mentor. Please use this form to document required evidence for all professional development.

Mentor Name: Jane Doe Discipline: Biology Date: 10/2/2018

Delivery: ☒ CE Day ☐ One-on-one, Instructor Name: _____

Summary of discussions, materials and/or activities. Attach agenda if applicable:

- I. Observation of General Biology I lab
 - A. Topics covered
 - i. Experimental design and inquiry
 - ii. Mini-journals
 - iii. Osmosis and factors that affect osmosis
 - iv. Lab reports/rubrics
 - B. Materials/techniques used
 - i. Dialysis tubing
 - ii. Using change in mass to determine osmosis
 - iii. Calculation of percent change, mean, and standard deviation
- II. Adding Inquiry to lab exercises Discussion
 - A. Research on inquiry in science
 - B. Types of inquiry
 - C. Examples of inquiry labs
 - D. How to transition from “cook-book” to inquiry labs
 - E. Brainstorm ideas on how to add inquiry to specific lab activities
- III. Afternoon “Rewrite Your Lab” session – optional

COURSE SYLLABUS TEMPLATE

Required sections are GREEN
Recommended sections are BLUE

HIGH SCHOOL INFORMATION

School name, address, phone number, logo

M STATE INFORMATION

School name, website, phone number, logo

INSTRUCTOR NAME**CONTACT INFORMATION****OFFICE HOURS****COURSE SEMESTER AND YEAR****COURSE TITLE**

This is a college level course offered by (*insert high school name*) through the Concurrent Enrollment Program at Minnesota State Community and Technical College - M State.

REQUIRED TEXT AND/OR MATERIALS**COURSE PREFIX, NUMBER, DESCRIPTION AND CREDITS**

The course description and credits should be taken from the approved College course outline at www.minnesota.edu/course-descriptions.

COURSE OUTCOMES

The course competencies should be taken from the approved course outline that is available at www.minnesota.edu/course-descriptions.

COURSE SCHEDULE AND ASSIGNMENTS**COURSE ASSIGNMENTS AND RELATED COURSE COMPETENCIES****COURSE REQUIREMENTS AND GRADING POLICIES****ACCESSIBILITY RESOURCES**

The content from the sample course syllabus can be copied. Please use a high school and M State contact.

ACADEMIC HONESTY EXPECTATIONS

Feel free to alter and/or use the content from the sample course syllabus.

SYLLABUS DISCLAIMER

The dates, times, topics and other components of the course are subject to change. Add where/how students will receive changes.

DISRUPTION FREE CLASSROOM ENVIRONMENT POLICY

This policy can be found at <https://www.minnesota.edu/about/policies-and-procedures>.

TURNITIN

If using Turnitin.com as a resource for your class, see the suggested disclaimer on the sample course syllabus.



SYLLABUS CHECKLIST

REQUIRED INFORMATION

- | | |
|---|---|
| <input type="checkbox"/> M State Information (logo, website, phone #) | <input type="checkbox"/> Course Competencies |
| <input type="checkbox"/> Course Prefix, Title and Number | <input type="checkbox"/> Course Requirements and Grading Policy |
| <input type="checkbox"/> Semester and Year | <input type="checkbox"/> Accessibility Resources |
| <input type="checkbox"/> Credits | <input type="checkbox"/> Academic Honesty Expectations |
| <input type="checkbox"/> Instructor Name | |
| <input type="checkbox"/> Course Description | |

RECOMMENDED INFORMATION

- ☐ Teacher Contact Information
- ☐ Office Hours
- ☐ Course Schedule and Assignments
- ☐ Required Textbooks and/or Materials
- ☐ Important Dates
- ☐ Technology
- ☐ Syllabus Disclaimer
- ☐ Disruption Free Classroom Environment Policy
- ☐ Turnitin (if using this resource for your course)
- ☐ Other: _____

NEW MENTOR ORIENTATION

New CEP mentor orientation is required for all new faculty mentors. This training takes place in an online format with the program director.

Mentor Name: _____

Home Campus: _____

Discipline: _____

Date: _____

PROGRAM OVERVIEW☐ Concurrent Enrollment Program Overview

Review the Concurrent Enrollment Handbook at www.minnesota.edu/concurrent, CEP webpages and program background, size and scope.

☐ Mentor/Mentee Relationship

Number of observations/visits and how they will occur, etc.

☐ Mentor and Instructor Roles and Responsibilities☐ Mentee Syllabus Requirements to Review

A sample syllabus, and syllabus checklist and template can be found at www.minnesota.edu/instructor.

☐ Mentor Reports☐ NACEP Accreditation☐ New Instructor Orientation and Training (meeting and form)☐ Concurrent Enrollment Day/Annual Professional Development**COURSE-SPECIFIC DISCUSSIONS**☐ Course Outcomes☐ Course Curriculum☐ Pedagogy☐ Course Philosophy☐ Assignments and Assessments☐ Grading☐ Other:**MEETING NOTES**

Extended Leave Form

Concurrent Instructor Information

Instructor Name: _____

Course(s) Teaching During Leave: _____

Approximate Dates of Leave: _____

Detailed Plan for Coverage

Interim Instructor Name: _____

Instructor Email: _____

Phone Number: _____

Describe the interim instructor's experience, credentials and the communication plan for CEP staff, faculty mentor and high school administration (attach additional documentation if needed):

Has this plan to cover the extended leave been communicated with the CEP faculty mentor? Yes_____ No_____

High School Administrator Signature _____ Date_____

CEP Instructor Signature _____ Date_____

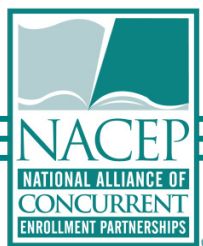
Please note: This form must be submitted prior to the leave taking place. Once the completed form has been received, the CEP team will respond with approval, denial, or request for more information.

Scan and email completed form to concurrent@minnesota.edu

For office use only

☐ Plan approved ☐ Plan Denied ☐ Pending more information

M State K12 Dept. Signature _____ Date _____



NACEP ACCREDITATION STANDARDS

Advancing quality college courses for high school students

Partnership Standards	
Partnership 1 (P1)	The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
Partnership 2 (P2)	The concurrent enrollment program has ongoing collaboration with secondary school partners.
Faculty Standards	
Faculty 1 (F1)	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.
Faculty 2 (F2)	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.
Faculty 3 (F3)	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.
Faculty 4 (F4)	The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.
Assessment Standard	
Assessment 1 (A1)	The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

Curriculum Standards	
Curriculum 1 (C1)	Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 2 (C2)	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.
Curriculum 3 (C3)	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.

Student Standards	
Student 1 (S1)	Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.
Student 2 (S2)	The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
Student 3 (S3)	Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
Student 4 (S4)	The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

Program Evaluation Standards	
Evaluation 1 (E1)	The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
Evaluation 2 (E2)	The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

MESSAGE TO STUDENTS

Congratulations on earning college credit while in high school through M State's Concurrent Enrollment Program! You could be closer than you think to completing your AA degree. We invite you to visit any of our campuses to learn more about the quality, affordable, diverse and personalized educational environment at M State. To schedule a tour or learn more M State, call 877.350.3322 or visit www.minnesota.edu.

