Hennepin Technical College℠

Concurrent Enrollment Program

HennepinTech in the Schools

Educator's Guide

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Welcome Partner High School Instructors, Administrators

Welcome to Hennepin Technical College's (**HTC**) concurrent enrollment program **HennepinTech in the Schools**. 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 (**Minnesota State**), The National Alliance for Concurrent Enrollment Partnerships (**NACEP**), and State of Minnesota legislation.

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

Visit: https://hennepintech.edu/community-engagement/k-12-programs/concurrent-enrollment/index.html for additional program details.

HTC Overview

Hennepin Technical College (HTC) was founded in 1972 when 13 public school districts formed an independent post-secondary school. Named Suburban Hennepin County Area Vocational Technical Centers-District 287, it was the first suburban college in Minnesota. HTC is the largest stand-alone technical college in Minnesota. With campuses in Brooklyn Park and Eden Prairie, the college offers degree and non-degree courses in over 40 programs. HTC prepares students for in-demand, and high-paying employment opportunities in 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 also offers courses in general education that align with the Minnesota Transfer Curriculum.

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 and assist every student in achieving their goals.

HTC Values: Students, Innovation, Success, & Community

HTC Concurrent Enrollment Program Overview

Minnesota Statutes section 124D.09 and Minnesota State Board Policy 3.5 state; a Post-Secondary Enrollment Option (**PSEO**) concurrent enrollment courses is a college or university course made available through the PSEO program, offered through a secondary school, taught by a secondary teachers 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.[1]

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

[1] 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

faculty member. This faculty liaison will ensure the course quality and rigor are at an appropriate college-level throughout its duration.

Concurrent Enrollment operations rely on support and collaboration from multiple departments. Admissions, testing, records and the business office, to name a few, 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.

Student 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 program uses a variety of 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.

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

Partner High Schools:

Buffalo High School	MNCAPS (Prior Lake – Savage Area Schools)
Forest Lake High School	Wayzata High School

Concurrent Enrollment Program Advisory Board

Purpose: Effective 2016, the Minnesota 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.

Program Advisory Responsibilities[2]

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. [3]

Concurrent Enrollment Program Cost Structure

HTC charges $3,000 per mentor-mentee relationship per course for existing and new partnerships participating in concurrent enrollment. This pricing is in alignment with Minnesota State policy 3.5.1 and the 2016 implementation of the a Concurrent Enrollment universal pricing structure.

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 Policy 3.5 and Procedure 3.5.1.[4]

Student Eligibility:

- Juniors (11th grade) – class rank in the upper one-third of their class **or** a score at or above the 70th percentile on a nationally standardized, norm-referenced test;
- Seniors (12th grade) – class rank in the upper one-half of their class **or** a score at or above the 50th 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.

  11th & 12th grade students that meet the eligibility requirements listed above will be given priority for enrollment.
- 9th & 10th 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 criterial for eligibility:
  - rank in the upper one-tenth of their class **or**
  - attain a score at or above the 90th percentile on nationally standardized test **or**
  - have a favorable recommendation from a designated high school official to enroll in college or university courses.

[2] Minnesota Status Section 124D.09.10b: https://www.revisor.mn.gov/statutes/cite/124D.09#stat.124D.09.10b
[3] See **Appendix A** for list of current advisory board members

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

- 10th grade students enrolling in Career and Technical Education Courses
    - Notwithstanding bullet point 4 above, 10th grade students that have attained a passing score on the 8th 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.

Course Eligibility/Prerequisites

Upon confirmation from the High School regarding student eligibility, HTC will verify course eligibility using the multiple measures for course placement framework. Class rank, standardized test score (ACT, SAT, MCA), and ACCUPLACER[5] are used to determine course eligibility. The ACCUPLACER currently serves as the exam used by Minnesota State institutions for course placement. Minnesota State policy 3.3 and procedure 3.3.1 determine cut scores for college level placement.[6] In the absence of these rankings & scores for a given high school student, the college may use the student's cumulative high school grade point average (HS GPA) as a standalone measure.

Please visit the HTC testing center website for an in-depth review of placement guidelines:
https://www.hennepintech.edu/future-students/testing/placement-main.html

Course placement cut scores based on the ACT, MCA, SAT 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 5th 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 5th business day from the PSEO/Concurrent Enrollment Coordinator. The instructor is required to confirm student registration with the coordinator by the 10th business day of each term. Failure to confirm may result in loss of college credit for students.

[5] See **Appendix B** for Accuplacer and other placement scores
[6] 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 15th business day of the term.

Students may **WITHDRAW** from a course after the 16th 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 withdrawal 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.[7]

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. This required HennepinTech in the Schools course grades to be finalized and submitted within 3 business days after course completion

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[8].

- 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 Committee on Credential Fields. These criteria include appropriate level of education, occupational experience, and recency of work requirements.

[7] See Minnesota State System Procedure 3.5.1 Part 6 Subpart B: https://www.minnstate.edu/board/procedure/305p1.html#
[8] Visit https://www.minnstate.edu/system/asa/academicaffairs/cfc/fields/index.html#gsc.tab=0 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[9]

- ❖ Assist your faculty liaison in the completion & signing of all required documents, paperwork & supporting evidence for each agreed upon concurrent enrollment course assigned
- ❖ Communicate and collaborate with your faculty liaison in a professional and timely manner throughout the year. "Timely" is defined as responding **within 3 business days**.
- ❖ Annually sign & submit the High School Instructor Agreement prior to course start[10]
- ❖ Prior to course start, 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[11]
- ❖ 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 prior to course start

[9] See **Appendix E** for a timeline of duties
[10] See **Appendix C** for High School Instructor Agreement form
[11] 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 course start.[12]

❖ 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 prior to course completion[13]
❖ Plan, attend and document one discipline-specific, faculty liaison approved, professional development opportunity before the end of the current fiscal year (typically June 30), such as but not limited to: workshops, conferences, on-campus or 3rd party training, journals and/or articles[14]
❖ Confer and complete a Paired Student Assessment by reviewing a similar course assessment between the high school course and the on-campus course.[15]
❖ Confer with faculty liaison to assign final grades (A, B, C, D or F) for each enrolled student **within 3 business days** of concurrent enrollment course conclusion.
❖ 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[16]

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/partner with high school through intentional actions that grow pathway opportunities
- Discipline-Specific Expertise
- Committed to meeting program requirements and expectations
- Faculty credit load (can't be overload)

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. Current list of advisory board members can be found in **Appendix A**.

[12] See **Appendix F** for Student Information and Syllabus Alignment Checklist
[13] See **Appendix H** for Site-Visit Report
[14] See **Appendix K** for Annual Academic Professional Development Plan
[15] See **Appendix G** for Paired Student Assessment
[16] 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[17]

- Facilitate the completion, signing & submission of all required documents, paperwork & supporting evidence for each concurrent enrollment relationship assigned
- Communicate and collaborate with the high school instructor in a professional and timely manner throughout the year. "Timely" is defined as responding **within 3 business days**.
- Annually sign & submit the Faculty Liaison Agreement prior to course start [18]
- 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 college level quality & alignment to college course
- Evaluate high school course structure and rigor 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 prior to course start.
    - 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 prior to course start[19]
- 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 prior to course completion[20]
- Plan, document and potentially deliver (when applicable) one[21] 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[22]
- 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.
- Connect with high school instructor post-course to review course evaluations, provide feedback and discuss future offering of the concurrent enrollment course.[23]

[17] See **Appendix E** for a timeline of duties
[18] See **Appendix D** for Faculty Liaison Agreement
[19] See **Appendix F** for Student Information & Syllabus Alignment Checklist
[20] See **Appendix H** for Site-Visit Report
[21] See **Appendix K** for Annual Professional Development Plan
[22] See **Appendix G** for Paired Student Assessment
[23] See **Appendix M** for a sample Student Course Evaluation questions

Appendix A: CONCURRENT ENROLLMENT ADVISORY BOARD

2024 - 2025 CE Advisory Board Membership

Indefinite Appointments

Dena Russell, Director of Partnerships & College Pathways, HTC, dena.russell@hennepintech.edu

Becky Koltes, PSEO/Concurrent Enrollment Coordinator, HTC, becky.koltes@hennepinteche.edu

Jason Jones, Perkins & Pathways Coordinator, HTC, jason.jones@hennepintech.edu

Term Appointments

Chair: Frank Plachecki, Business Faculty, HTC, joan.bernard@hennepintech.edu
Appointment Term: Spring 2024 – Spring 2027

Co-Chair: Erik DeLapp, English Faculty, HTC, joshua.koepp@hennepintech.edu
Appointment Term: Fall 2023 – Spring 2026

Kyle Swenson, CTE Teacher, SkillsUSA Advisor, Wayzata High School, kyle.swenson@wayzataschools.org
Appointment Term: ***Fall 2020 – Spring 2023***

Brian Nutter, Assistant Principle, Prior Lake High Schools, bnutter@plsas.org
Appointment Term: Fall 2024 – Fall 2027

Natasha Leach, MN Transfer Coordinator / Special Education Teacher, Buffalo High School, nleach@bhmschools.org
Appointment Term: TBD

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	Student is referred to Nikole B or Ken S. for placement assessment
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

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 *(no developmental courses required)*

WRITING (Reading ACCUPLACER Score)	WRITING PLACEMENT
200-204	See Enrollment Advisor about Adult Basic Education
205-234	ENGL0930 Fundamentals of Writing I (4 cr)
235-249	ENGL0960 Fundamentals of Writing II (3 cr)
250+	ENGL1100 Writing & Research (4 cr) ENGL1070 Technical Writing (3 cr) ENGL1300 Introduction to Creative Writing (3 cr) ENGL1250 Short Form Composition and Reporting (4 cr) ENGL1080 Professional Writing (3 cr)

MATH	MATH PLACEMENT
200-234 Arithmetic	MATH0800 Essential Skills for Math Pathways (2 cr)*
235+ Arithmetic	MATH1007 Math for the Trades (2 cr) MATH0910 Math Pathways for College & Careers Plus (4 cr)**
252+ Arithmetic **OR** <235 QAS	MATH0920 Math Pathways for College & Careers (3 cr)**
235-260 QAS	MATH0940 Beginning Algebra (3 cr) MATH0960 Mathematical Literacy (4 cr)
261+ QAS **OR** <250 AAF	MATH0980 Intermediate Algebra (3 cr)
261-300* QAS	MATH1150 Applications of Quantitative Reasoning (3 cr)
261-300 QAS 250+ AAF	MATH1250 Introduction to Statistics (3 cr) MATH1400 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 1150 or 1250 *MATH0800 has Financial Aid restrictions; **MATH0910/0920 Reading Comp 235+ Lockout

COMPUTER LITERACY			KEYBOARDING	
WINDOWS	**MAC**			
0-39%	0-11	CPLT0900 Keyboarding & Computer Basics (2 cr)*	0-24 wpm	CPLT1000 Computer Keyboarding (2 cr) – **IS** required if prerequisite for specific course or major
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 *(no developmental courses required)*		

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

Testing Exemptions based on MCA / ACT / SAT Scores

Students may not need to test for placement if one of the following criteria applies

Qualifying Minnesota Comprehensive Assessment (MCA) score

Reading	**1047** (score expires after 5 years)
College Algebra	**1158** (score expires after 5 years)
Statistics	**1148** (score expires after 5 years)
Liberal Arts Mathematics	**1150** (score expires after 5 years)

***MCA Scores recorded on a High School Transcript are accepted.*

Qualifying ACT/SAT score

English	**18+/480+** (scores expire after 5 years)
Reading	**21+/480+** (scores expire after 5 years)
Mathematics	**22+/530+** (scores expire after 5 years)

Completed an ACCUPLACER previously:

- **Math test within the last two years**
- **Reading and/or Sentence Skills tests within the last five years.**

Completed prerequisite course at another institution

Completed approved prerequisites at another college for the English and Math courses in which you plan to enroll, and you received grades of "C" or higher in the prerequisites. An official/unofficial copy of your transcript with the prerequisites must be submitted to Hennepin Technical College, and the courses must be approved by the college to satisfy prerequisite requirements; Math prerequisites must have been completed in the last two years.

Hennepin Technical College

Appendix C: Form 1 - HIGH SCHOOL INSTRUCTOR AGREEMENT

(Sign annually – DUE PRIOR TO CLASS START)

High School: _____ HTC Faculty Liaison: _____

HS Teacher: _____ HTC Program/Dept: _____

HS Course Title: _____ HTC Course #: *(e.g., CCIS 1100)* _____

HTC Course Title: _____

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

1. Assist my faculty liaison in the completion & signing of all required documents, paperwork & supporting evidence for each agreed upon concurrent enrollment course I am assigned
2. Communicate and collaborate with my assigned faculty liaison in a professional and timely manner throughout the year. I am aware "timely" means **within 3 business days**
3. Attend faculty liaison's (prior to course start);
   - New concurrent enrollment instructor course orientation -or-
   - 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:
   - review any learning management systems/online spaces with my faculty liaison prior to course start
   - ensure methods of assessments and grading policy are of appropriate college level, rigor, and similar in nature to the on-campus courses
   - 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'
   - 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 course start
   - Ensure students know their rights and responsibilities as a college student enrolled at Hennepin Technical College. This may include review of the Student Code of Conduct and where to access Student Support Services
6. Confirm class roster is accurate with the PSEO/Concurrent Enrollment Coordinator
7. Arrange **AT LEAST ONE** course site-visit with faculty liaison and assist in the completion of the Site-Visit Report prior to course completion
8. Attend and document one discipline-specific, faculty liaison approved, professional development opportunity, such as but not limited to: workshops, conferences, on-campus or 3rd party training, journals and/or articles
9. Confer and complete a Paired Student Assessment along with a grading method/statement
10. Confer with faculty liaison to assign final grades (A, B, C, D or F) for each enrolled student **within 3 business days** of course completion
11. Facilitate the completion of student course evaluations 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*

Appendix D: Form 2 - FACULTY LIAISON AGREEMENT

(Sign annually – DUE PRIOR TO COURSE START)

HTC Faculty Liaison: _____ High School:_____

HTC Program/Dept: _____ HS Teacher: _____

HTC Course #: *(e.g., CCIS 1100)*: _____ HS Course Title:_____

HTC Course Title:_____

As a faculty liaison for HTC, I will:

1. Take full responsibility in the completion, signing & submission of all required documents, paperwork & supporting evidence for each of my assigned concurrent enrollment course for which I am compensated
2. Correspond and collaborate with the high school instructor in a professional and timely manner throughout the year. I am aware "timely" means **within 3 business days**
3. Attend the annual HTC 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 the high school's course structure to ensure alignment with on-campus course expectations by:
   - Reviewing any learning management/online space for the concurrent enrollment course
   - Reviewing methods of assessments and grading policy are appropriate college level and rigor prior to course start
   - Discuss what 'A' student work looks like and what it means to earn an 'A.' Do the same for grades 'B-F'
   - Review and approve high school course syllabus to assure it aligns with my on-campus course
   - Submit a signed Student Information & Syllabus Alignment Checklist with required supporting evidence prior to the course starting
6. Perform **AT LEAST ONE** concurrent enrollment course site-visit with the high school instructor (in-person or virtually), and submit a signed Site-Visit Report. Site visit attendance must match high school course attendance policy.
7. Plan, approve, document and potentially deliver (when applicable) one discipline-specific professional development opportunity, such as but not limited to: workshops, conferences, on-campus or 3rd party training, journals and/or articles for your partnering high school instructor
8. Confer, complete and submit a Paired Student Assessment along with a
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

_____ _____

Faculty Liaison Signature *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 must submit signed paperwork and required evidence in D2L by the designated due by dates.***

Faculty Liaison: _____ HTC Course #: _____ HTC Course Title: _____

High School Instructor: _____ HS Course Title: _____ HS Course Dates: _____

Please review the following: **HIGHLIGHTED ITEMS ARE FILLABLE PDF FORMS LOCATED IN NACEP ARCHIVES D2L COURSE!**

✓	Due by:	Duties	NACEP STD.	Required Evidence to Submit
	Before course start	High School Instructor and Faculty Liaison agree to adhere to their respective duties	F1	- Form 1 - High School Instructor Agreement (Appendix C) - Form 2 - Faculty Liaison Agreement form (Appendix D) *Both are to be signed (e-signature okay) and submitted on D2L annually*
	Before course start	Deliver & document new high school instructor orientation or returning instructor training by faculty liaison	F2	- Course specific training materials - Date and summary of training and how training material will be used - See **Appendix N – Standard F2** for documentation guidance
	Before course start	Evaluation of course structure's alignment with on-campus course expectation	C1, C2, C3	- Review of learning management / online space for course - Review assessments methods & grading policies are college level appropriate - Discuss what 'A-F' student work looks like and what it means to issue such a grade
	Before course start	Submit a Statement of Equivalency	A1	- Form 3 - Statement of Equivalency Guidelines (Appendix F) *Submit each term but allowed to submit same document each time if no updates*
	Before course start	Evaluation of course syllabus for alignment with on-campus course expectation. At least 80% alignment required	A1, C1, C2, S3	- Form 4 - Student Information and Syllabus Alignment Checklist (Appendix G) - Copy of High School syllabus - Copy of HTC syllabus
	3rd week of course	Review of a similar course student assessments, that addresses the same course objective.	A1	- Form 5 - Paired Student Assessment (Appendix H) - *different tool annually* - Assessment of the same course outcome - Need to be of similar overall grade weight - Must submit grading method statement/rubric/scale from college & high school sides
	2nd to last week of course	Plan & complete a site-visit (in person or virtually) and submit a site-visit report	C3	- Site Visit Report (Appendix I)

✓	Submit by:	Duties	NACEP STD.	Required Evidence to Submit
	Plan: ASAP Submit by: June 30th	Discuss, develop and complete a discipline-specific professional development opportunity relevant to the concurrent enrollment course	F3	- Annual Academic Professional Development Plan (Appendix K)
	2 Weeks Prior to End of CE Course	Support distribution and completion of the electronic Student Course Evaluation. **recommend student complete during a class session*	E1	- Director of Partnerships & College Pathways will send evaluation link - High School Instructors administer 2 weeks prior to the end of the course - See **Appendix M** for a sample student course evaluation
	End of Course	Submit final grades **Recommended to review process prior to end of course*	A1	- High school teacher will provide HTC faculty liaison with final grades - Faculty liaison will ensure grades are of appropriate college level - Faculty liaison submit within 3 business days of the end of the course
	2nd week after course completion	Review & Discussion of Course Evaluation Results	E1, E2	- Director of Partnerships & College Pathways will shave course evaluation results.

This document is not required by NACEP or HTC for accreditation purposes. Its intent is to provide a suggested timeline for concurrent enrollment educators to complete NACEP required evidence for each concurrent enrollment course.

DISCLAIMER:
Failure to complete all expectation and provide all required evidence by the designated due date may results in the following:

- Faculty Liaison – may have their wages associated with the given CE course recaptured by the college
- High Schools – termination of contract and the loss of college credits awarded to student in the high school course.

Appendix F: Form 3 - STATEMENT OF EQUIVALENCY GUIDELINES

(DUE PRIOR TO COURSE START -and- Directly Shared with High School Instructor)

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

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

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.

[Note] Each Faculty Liaison is required to write, sign and submit this statement but the information provided should be reviewed, vetted and approved by the faculty liaison's department. Many of the items required should align with the philosophy and stance of the department. It might help to view this through the lens of "what would the department give a new adjunct to ensure the course is of proper college level design, pedagogy, and rigor required of the department."

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 G: Form 4 - STUDENT INFORMATION & SYLLABUS ALIGNMENT CHECKLIST
(DUE PRIOR TO COURSE START)

HTC Faculty Liaison: _____ High School: _____

HTC Program/Dept: _____ HS Teacher: _____

HTC Course #: *(e.g., CCIS 1100)*: _____ HS Course Title: _____

HTC Course Title: _____ HS Course Dates: _____

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. Submit with a syllabus copy from BOTH the college and high school courses.*

Syllabus & Policies Alignment Checklist		
REQUIRED COURSE COMPONENTS – *All must be present for compliance*	**HTC Syllabus**	**HS Syllabus**
High School (HS) Name & College Name with College Address		
Academic Semester, Year		
College 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** *HS syllabus must include both the HS Instructor Information and Faculty Liaison's Information. Please label college faculty information as "College Faculty Liaison."*		
Course Requirements & Grading Policies: **Assessment types & weights, Class participation and/or attendance, Grading Scale** **HS assessments ought to be comparable, at college level & rigor, and similar weight on final grade as college course (see Appendix N)*		
Course Outline / Course Calendar with Assignment Due Dates		
Students Informed on Syllabus or 1st Day of Class: **Benefits & Implications of taking a college course**	FL Verifies	
REQUIRED LINKS to COLLEGE POLICY COMPONENTS	**High School Shared**	
Student Code of Conduct - https://hennepintech.edu/_documents/policy/pdfs/3-6POL.pdf		
Academic Integrity - https://hennepintech.edu/_documents/policy/pdfs/3HTC9POL.pdf		
Course Add/Drop/Withdraw - https://www.hennepintech.edu/current-students/registration/add-drop-withdraw-info.html		

REQUIRED LINKS to COLLEGE RESOURCES	High School Shared
Campus Resources & Services - https://www.hennepintech.edu/current-students/resources-and-services.html	
Tutoring Centers – https://www.hennepintech.edu/current-students/tutoring-centers/index.html	
Library Services – https://www.hennepintech.edu/current-students/library/index.html	
Student Computer Labs – https://www.hennepintech.edu/technology-services/computer-labs.html	
Counseling services, email and phone numbers – https://hennepintech.edu/current-students/counseling.html	
Academic Advising – https://hennepintech.edu/current-students/advising/advising.html	
Student Technology Support – https://hennepintech.edu/technology-services/index.html	
Student Rights & Responsibilities – https://hennepintech.edu/current-students/rights-responsibilities/index.html	

HTC strongly suggests a student classroom behavior statement to be included in the syllabi. *This would define the instructor's policy on talking during class, leaving the classroom during class, use of electronic equipment (e.g., laptop computers, cellphones, text-messaging devices) during class, and any other potentially disruptive behavior during classroom session. Any ramifications of violating this policy should be clearly stated.*

NOTES: In the space below, list each component(s) from above that are missing or do not align, and give rationale/justification for its acceptance or future compliance is required.

*By signing and submitting this form, we 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: _____

This requirement is NOT complete until the form and copies of both high school & college syllabi are submitted

Appendix H: Form 5 - PAIRED STUDENT ASSESSMENT

(DUE BY 3rd WEEK OF COURSE)

HTC Faculty Liaison: _____ High School: _____

HTC Program/Dept: _____ HS Teacher: _____

HTC Course #: *(e.g., CCIS 1100)*: _____ HS Course Title: _____

HTC Course Title: _____ HS Course Dates: _____

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

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

Directions: *Use the template below to perform a side-by-side comparison of a collegiate course and high school course assessment tool. The assessment being compared should be assessing the same learning outcome. The assessment should be different than previous comparisons. Tool assessed is considered "high-stakes" on the grading scale and comparable in format (do not compare a quiz to a final project).* ***"High-stakes" is defined as >5% of overall final grade***

Submit this form and a copy of each uniquely labeled assessment being compared. One from the college and one from the current high school course. If a formal method of grading is used, include a copy from each institution with submission

Grading Standards	***Example***	**HTC**	**High School**
Assessment Tool's Title/Name	***CH4 – Planning your Career*** *assignment*		
Method of Assessment	*Ex1: Group Project* *Ex2: Chapter Exam*		
Frequency of use	*2 times during the course*		
Portion of **Final** Grade (*% or "out-of" pts*)	*Ex1: 25% of final grade* *Ex2: 375 out of 1000pts*		
Assessment Method	**Description**	**HTC**	**High School (on-campus)**
Course Learning Outcome assessed?	*Define personal career success*		
Grading Standard?	*A (92%+), B(87-92%), C(82-87%), D(75-82%), F(<75%)*		
Grading Method?	*Rubric / Statement*		

I have compared similar assessment tools from the high school course and the on-campus course and affirm the grading is of similar college rigor & expectations. A follow up discussion was had with the high school Instructor upon completion of that comparison regarding what 'A' student work looks like AND what it means to earn an 'A.'

Faculty Liaison signature: _____ Date: _____

This requirement is NOT complete until the form, compared assessment tools and any formal grading methods are submitted

Appendix I: Form 6 - SITE-VISIT REPORT
(DUE PRIOR TO COURSE COMPLETION)

HTC Faculty Liaison: _____ High School:_____

HTC Program/Dept: _____ HS Teacher: _____

HTC Course #: *(e.g., CCIS 1100)*: _____ HS Course Title:_____

HTC Course Title:_____ HS Course Dates: _____

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

- Site Visits to observe course content and delivery, student discourse and report to ensure the course offered through the CE program are equivalent to the course offered on campus (**C3**)

During Site-Visit Chart: *use this template to keep notes/comments/insights learned while visit is ongoing*

DATE of VISIT:	FL Response *(Yes, No, Other)*	Comments
Where & how was the site visit conducted?		
Content presented during site visit aligns with the content of the on campus course (C3)		
Content delivered demonstrated rigor and depth equivalent to the on-campus course (C3)		
In-class shared assignment(s) and requirements meet college expectations (A1)		
In-class assessment(s) aligned with the rigor and depth of the on-campus course		
Students were actively engaged and/or demonstrated interest of the content during the class session		
Was the course equipment, technology and/or software consistent with on-campus and industry standards		

(continued on next page)

Post-Visit Reflection Questions

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

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

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

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

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

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

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

Give a brief rational for the answer above. Attach additional page if more comments are needed than space provided below:

_____ _____

Signature of Faculty Liaison *Date*

_____ _____

Signature of High School Instructor *Date*

Appendix J: NON-COMPLIANCE POLICY

All participating high school instructors must adhere to the HTC common course outline, 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 a high school instructor's adherence to the course outline, academic rigor, course assessments, and/or faculty liaison's instructions, the liaison must proceed as follows: contact HTC's Director of Partnerships & College Pathways. 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 and shares those concerns directly with the high school instructor. If a resolution is not determined, then proceed to the next step.

2. Faculty liaison will share documented concerns directly with Director of College Partnerships and Pathways. The Director of College Partnerships and Pathways will reach out to the High School teacher to resolved the situation. If no resolution is determined, proceed to the next step.

3. The Director will collaborate with the assigned faculty's academic dean to request a resolution meeting with an administer of the respective high school. If a resolution has not been reached, then the process will proceed to the next step

4. The Director coordinates a meeting with the college academic dean, the high school principle, the faculty liaison, and the high school instructor to discuss concerns and develop an action plan, if needed. Severe cases may result in termination of contracted agreement. If a resolution has been reached, then proceed to next step.

5. Faculty liaison connects with the high school instructor to set up an observation or meeting to determine if the concerns required in the action plan have been addressed and resolved.

6. 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.

7. If action plan is unsuccessful for a second time, the program Director, the faculty liaison, and Academic Dean will meet to determine the continuation of the concurrent enrollment agreement. 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: Form 7 - ANNUAL DISCIPLINE SPECIFIC PROFESSIONAL DEVELOPMENT
(DUE BY JUNE 30)

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

- CE instructors participate in college provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructor's pedagogy and breadth of knowledge in the discipline (**F3**)

Use this form to document the concurrent enrollment instructor's annual professional development activities and provide a summary of the teaching/learning that occurred. NACEP requires evidence indicating the Faculty Liaison's pre-approve of the activity, evidence of attendance/participation, and a description of the activity.

HS Teacher:_____ High School:_____

Discipline: _____ Fiscal/Academic Year: _____

Faculty Liaison:_____

***Part 1**: List one discipline-specific professional development opportunity that was completed*

Discipline-Specific Credit Bearing Course

Course # & Title:_____ Name of Institution: _____

# of Credits:_____ Date of Completion: _____

Unofficial Transcript submitted with summary of learning (*NACEP required evidence*)?_____

Discipline-Specific Training, Workshop, or Conference Attended

Title: _____ Provided by: _____

# of hours: _____ Dates of Attendance: _____

Attendance certificate OR

In-session documentation submitted with the summary of learning? (*NACEP required evidence*) _____

NACEP does not recognized registration documentation as proof of attendance/completion

Other Discipline-Specific Professional Development Activity

Examples: Journal article review, Sit in on HTC class, Discuss curriculum/teach strategies with other HTC concurrent enrollment instructors, HTC Faculty Liaison training, Educator Externship aligned with discipline, etc.

Description of Activity:_____

Provided by: _____ # of hours:_____

Completion Date: _____ *NACEP required evidence*: See ***Part 2***

Part 2: Summary of Training/Learning

The **National Alliance of Concurrent Enrollment Partnerships (NACEP)** standard F3 states: Faculty must document that the instructor/campus-faculty interaction occurred (who, when, where) and the content of the in-service professional development separately from the site visit report. Documentation would include an agenda and handouts, notes summarizing the topics discussed, etc**.**

Summary of Learning: For the professional development option indicated on the previous page, use the following space to provide a bullet-point summary indicating:

- the training content, format of delivery, and elapsed time
- the highlights from the high school instructor & faculty liaison discussion
- a statement of intended implementation or non-implementation of content discussed

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

Signature of Faculty Liaison	*Date*
Signature of High School Instructor	*Date*

****This requirement is NOT complete without a summary of learning included***

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

All participating high school 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, participating high school instructors must attend the annual discipline specific workshop to stay in compliance with policy. These may occur on the same date.

The Director of Partnerships & College Pathways 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

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

- The college to conduct end-of-term student course evaluations for each CE course to provide instructors with student feedback. (**E1**)

Student Course Evaluation must be completed by the last attendance day of the course. The Director of 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 Information
2. Student Grade & Decision to take course
3. Use of College Resources
4. My instructor…
    a. Provided a syllabus and covered the course goals and objectives stated
    b. Stimulated thinking & active participation
    c. Was approachable & organized
    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
5. The class met my expectations
6. The course…
    a. In-class activities were purposeful and relevant
    b. Books and materials helped me learn
    c. Work for the course appropriate to the credit I earned
7. How would you rate the course?
8. How would you rate the instructor?
9. How likely are you to recommend course to a friend?
10. How likely are you to recommend instructor to a friend?
11. What helped you learn best?
12. 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[24]
Revised March 2020, Effective 2018-19 School Year

NACEP Partnership Standards (P)

Partnership 1 (P1)	The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership Required Evidence: 1. Organization Chart that shows how and where the concurrent enrollment program fits into the organization. 2. Description of concurrent enrollment staff structure, including services provided by other departments of the college/university. 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. 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.
Partnership 2 (P2)	The concurrent enrollment program has ongoing collaboration with secondary school partners. Required Evidence: 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. 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.

[24] Additional commentary for required evidence (pg: https://www.nacep.org/docs/accreditation/Website/CEP-Accreditation%20Guide-SINGLE-PAGE-11.2022.pdf

NACEP Faculty Standards (F)

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. Required Evidence: 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. 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. 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.
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. Required Evidence: 1. For each discipline, a sample of course-specific training materials and agenda for new concurrent enrollment instructor training. 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. 3. Attendance tracking report documenting the date each new concurrent enrollment instructor received initial course-specific training.
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. Required Evidence: 1. Provide all seminar descriptions, materials, event minutes, conference reports, or individualized meeting summaries utilized from each discipline's annual professional development activity. 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. 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.
Faculty 4 (F4)	The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures. Required Evidence: 1. A comprehensive concurrent enrollment instructor procedures and practice guide. 2. A description of the concurrent enrollment program's administrative orientation for new instructors, including agenda, materials, and format. 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.

NACEP Assessment Standard (A)

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. Required Evidence: 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. 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).

NACEP Curriculum Standards (C)

Curriculum 1 (C1)	Course administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, title, and credits. Required Evidence: 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.
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. Required Evidence: 1. Paired syllabi from on campus and concurrent enrollment sections from one course per discipline, with the learning objectives highlighted. 2. A Statement of Equivalency for each discipline written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.
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. Required Evidence: 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. 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. 3. Provide tracking documentation that lists the most recent site visit date for each instructor and the name of the site visitor and title. 4. One site visit report representing each discipline performed by a faculty member with content knowledge of the discipline.

NACEP Student Standards (S)

Student 1 (S1)	Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus. Required Evidence: 1. Official letter from the college/university registrar verifying compliance with the standard. 2. Sample student transcript from the college/university with identifying information redacted. 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.
Student 2 (S2)	The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university. Required Evidence: 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. 2. Description of process used to verify that students meet prerequisites.
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. Required Evidence: 1. Provide example materials addressing topics including, but not limited to: • College/university student conduct policies such as academic integrity, consequences of plagiarism, and academic dishonesty; • Advising issues such as college programs of study, prerequisites, pre-testing, course load, grading standards, and credit transferability; • Enrollment processes such as course cancellations and registration; • Legal rights under FERPA and ADA; and • Impact on future financial aid. 2. Description of the process of advising students, including format, delivery method, timeline, who conducts advising, and what information is provided.
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. Required Evidence: 1. A description and documented evidence of the learning resources available to concurrent enrollment students, and how they are informed. 2. A description and documented evidence of the student support services available to concurrent enrollment students, and how they are informed.

NACEP Evaluation Standards (E)

Evaluation 1 (E1)	The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback. Required Evidence: 1. Survey instrument. If there is variation among departments, submit one sample of each type of evaluation instrument used. 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. 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.
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. Required Evidence: 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. 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. 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.