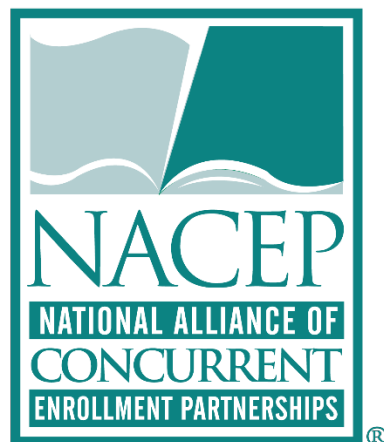




Concurrent Enrollment Instructor and Staff Handbook



Overview

The Concurrent Enrollment Instructor Handbook serves as a guide for all CE instructors, high school staff, faculty mentors, and college staff to ensure all parties know the roles and responsibilities expected of them. Anoka Technical College expects the requirements set forth in this handbook be followed in order to remain compliant with college expectations. Along with this handbook, you are encouraged to review the Faculty Handbook and Resources that will be emailed to you. Anoka Technical College has partnerships with schools that run on trimesters as well as high schools that run on the college's semesters. When reading this handbook it is important to know what schedule your high school follows and follow the guidelines appropriately.

In this handbook, "CE" references Concurrent Enrollment and "CEP" references Concurrent Enrollment Program.

Concurrent Enrollment Eligibility

Seniors – 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.

Juniors – 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.

Juniors and Seniors – Have a cumulative GPA of 2.5 or above OR indicate college readiness by achieving college level Accuplacer scores in the area of reading and sentence skills.

PSEO concurrent enrollment exceptions: A high school that wishes to have a college or university offer a PSEO concurrent enrollment course to its students, but cannot generate sufficient enrollment to offer that course only to 11th and 12th grade students who meet the eligibility requirements may:

- Request approval for an exception from the president of the college or university to allow 9th and 10th grade students who rank in the upper one-tenth of their class or attain a score at or above the 90th percentile on a nationally standardized, norm-referenced test, or have a cumulative GPA of 3.0 or higher.

High School Instructors

Before start of the Fall Semester/trimester

- Attend a **mandatory** CEP orientation session in August to exchange/discuss the following with CE College Faculty Mentors and Staff:
 - Approved college course outline
 - Approved college faculty course syllabus
 - Current, approved college text information and/or exam copies of the college text
 - School calendars and contact information
 - NACEP standards review

- Date of 1st classroom visit
- D2L training workshop

*Course outlines, syllabi, textbooks, etc. must be approved prior to the start of the class

- The class syllabus must be reviewed by the faculty mentor and will be kept on file with the faculty mentor
 - The faculty mentor will provide the CE instructor prior to the start of the class with example syllabi, course templates, suggested textbooks, etc. to make sure course content will be equivalent to that of the on-campus course
 - A syllabus template and checklist is also provided for you at the end of this handbook

During the trimester/semester

- Participate in professional development opportunities
- For continuing instructors, confer with the CE faculty mentor a minimum of two times per trimester/semester by phone, e-mail, or in person. One of the contacts must be an in person site visit. *Contact during the annual professional development does not count towards the number of contacts per trimester/semester.*
 - A new concurrent teacher will receive a minimum of two in-person visits from the mentor per trimester/semester
- Immediately notify the high school counselor of any changes in class list and the counselor will then contact the Director of Partnerships at ATC
- Provide the college faculty mentor with documentation that ensures each CE course is equivalent in content and rigor to the same course offered on the college campus
 - This documentation should include copies of quizzes, exams, and completed homework assignments that are examples of student A-level work, B-level work, and C-level work. Concurrent Enrollment instructors must ensure equivalent testing requirements; if mid-terms and final exams are required in the college level class then they must also be required in the Concurrent Enrollment class. If work is not equivalent according to the faculty mentor, the mentor must submit documentation and evidence of the discrepancies.
- Remain FERPA compliant

End of trimester/semester

- Enter CE student grades into D2L immediately after the trimester/semester ends for the faculty mentor to review, no later than the 4th day after the last day of class. The faculty mentor will contact you if any questions arise. Please note that the student's grades need to be the same on the high school transcript as the college transcript.
- Give students end-of-course evaluations prior to the end of the course and submit to Director of Partnerships

High School Staff Responsibilities

- Contact Academic Affairs and the Director of Partnerships with the course offerings prior to each trimester/semester
- Send a copy of student enrollment to the Director of Partnerships prior to each trimester/semester and then updated lists as necessary

- Counselor provide advising services to the extent possible for students interested in the CEP and serve as the primary CE advisor for students, including signing off on necessary forms (CE student exceptions, add/drop, withdrawal forms, etc.)
- Contact the Records Office with changes in enrollment
- Ensure instructors distribute course evaluations to students prior to the end of each course and submit to Director of Partnerships
- Purchase all textbooks and supplies needed for the course
- Remain FERPA compliant
- School District - Sign and return the annual Joint Powers Agreement to the college

College Instructors/Faculty Mentor

Before start of Fall Semester/trimester

- Attend a **mandatory** CEP orientation session in August to exchange/discuss the following with CE high school teachers
 - Approved college course outline
 - Approved college faculty course syllabus
 - Current, approved college text information and/or exam copies of the college text
 - School calendars
 - Teaching schedules
 - NACEP standards review
 - Date of 1st classroom visit
 - College course lists and grade sheets

*Faculty mentors must approve course outlines, syllabi, textbooks, etc. prior to the start of the class

- Provide the CE instructor prior to the class with example syllabi, course templates, suggested textbooks, etc. to make sure course content will be equivalent to that of the on-campus course

During trimester/semester

- Confer with the high school CE teacher a minimum of two times per trimester/semester by phone, e-mail, or in person. One of the contacts must be an in-person site visit. Contact during the annual professional development does not count towards the number of contacts per trimester/semester.
 - A new concurrent teacher will receive a minimum of two in-person visits from the mentor per trimester/semester
- For continuing CE teachers, visit the high school class one time during the trimester/semester:
 1. Visit with the CEP High School Teacher during **Orientation**;
 2. Visit the high school class by the **4th week** of the trimester/semester
- Meet regularly (face-to-face, on-line, by telephone, etc.) with the high school CE teacher and monitor assignments, exams, projects, student academic achievement, and instructional effectiveness to ensure that the course meets the learning outcomes contained in the course outline approved by the college and that the students are held to college-level standards (MnSCU Policy Chapter 3.5.1 Part 4 Subpart D Number 1)

- Review a minimum of one significant graded assignment, test, and/or paper per trimester/semester
- Invite the high school CE teachers to participate in appropriate campus-based faculty professional development activities (MnSCU Policy Chapter 3.5.1 Part 4 Subpart D Number 2) or ensure the CE teachers are attending equivalent professional development activities and submit a report to the Director of Partnerships
- Support new CE High School Teachers with additional time and attention as necessary and as is provided for in the rate of compensation for CE College Instructor assignment
- Keep record of your communications with the CE instructor and upload your communication history and content every trimester/semester to D2L
- Participate in and help facilitate CE content-specific, professional development workshops
- Remain FERPA compliant

End of trimester/semester

- Ensure the high school CE teacher has the appropriate end-of-course evaluations and that they are completed by students at the end of each course and results are returned to the Director of Partnerships
- Ensure all communication documentation with the CE instructor and site visit reports have been submitted to D2L
- Review student's grades and ensure grading is the same as the college, then submit them once the CE instructor enters them into D2L

College Staff Responsibilities

- Ensure all students meet admissions requirements for CE and the proper number of students are enrolled
- Help facilitate New Teacher Orientation and annual professional development day
- Communicate changes to the high school in CE program requirements
- Facilitate new student orientation each trimester/semester
- Send out the annual Joint Powers Agreement to high school administration
- Send grade reports to high school
- Register high school students for transcribed college credit
- Send out annual CEP surveys
- Remain FERPA compliant

Instructor Non-Compliance Policy

All Concurrent Enrollment instructors are expected to adhere to the guidelines set by Anoka Technical College and National Alliance for Concurrent Enrollment Partnerships (NACEP). The guidelines set forth by NACEP are to ensure quality for Concurrent Enrollment programs. Instructors are also expected to adhere to the MN State Employee Code of Conduct Procedure, found here: <http://www.mnscu.edu/board/procedure/1c0p1.html>.

Professional Development

All Concurrent Enrollment instructors are expected to attend Anoka Technical College's annual professional development day. The Director of Partnerships maintains records of participation, in the event that an instructor misses the annual professional development day they must arrange an individual meeting with their faculty mentor before the start of school. A CE instructor is expected to attend the annual professional development day and the one-on-one session should only be used in exceptional circumstances. If the CE instructor does not meet with the faculty mentor (for any reason), this will prompt a meeting between the Director of Partnerships, Academic Affairs, and the faculty mentor to discuss implications. By not attending professional development two years in a row, the CE instructor places their course in jeopardy of being cancelled.

***Please note:** If a CE instructor teaches more than one CE course, only the course that is considered to be in non-compliance will be reviewed and subject to cancellation if efforts are not made to be compliant.

Course Content

All CE instructors are expected to adhere to the common course outline, academic objectives, academic rigor, and assessment components set forth by Anoka Technical College. Non-compliance occurs when any of the outlined CE course content expectations are not adhered to.

If the faculty mentor has concerns regarding a CE instructor's adherence to the course content, academic rigor, and/or assessment components, the instructional issues will be addressed on a case-by-case basis. The goal of this is to assist the CE instructor to correct the concerns regarding the content and get them back into compliance. The faculty mentor will notify the Director of Partnerships and submit documentation regarding any concerns about course content. The Director of Partnerships will then meet with Academic Affairs and the faculty mentor to determine a proper course of action. Based on the outcome of this meeting, a meeting may be scheduled with the CE instructor and high school administrator to develop a plan to align the curricula. If the CE instructor is unwilling to align course content to get back into compliance, the CE instructor and high school administration will be made aware that the course is in jeopardy of being cancelled.

***Please note:** If a CE instructor teaches more than one CE course, only the course that is considered to be in non-compliance will be reviewed and subject to cancellation if efforts are not made to be compliant.

Faculty Mentor Non-Compliance Policy

All Faculty Mentors for Concurrent Enrollment are expected to adhere to the guidelines set by Anoka Technical College and National Alliance for Concurrent Enrollment Partnerships (NACEP). The guidelines set forth by NACEP are to ensure quality for Concurrent Enrollment programs. All faculty mentors are expected to follow the roles and responsibilities in communication with Concurrent Enrollment instructors, site visits, ensuring curriculum alignment, etc. If administration deems that a faculty mentor is not fulfilling their duties, the

mentor may be subject to cancellation of their mentor responsibilities for future semesters.

Concurrent Enrollment Staff Contact

Mel Koenen

Director of Partnerships

Office: 190E

Phone: 763-576-4233

Email: mkoenen@anokatech.edu

Preferred Order of Contact for CE Instructors

Contact the Faculty Mentor first → then the Faculty Mentor will contact the Director of Partnerships → then the Director of Partnerships will contact the Dean of Academic Affairs

This handbook may be updated at any time but all parties will be notified of changes