



# CONCURRENT ENROLLMENT ADMINISTRATIVE HANDBOOK

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## Welcome to Normandale Community College!



**UPDATED: December '24**

The Concurrent Enrollment (CE) Handbook is your #1 resource for all things CE at Normandale. The information found in this handbook is designed to help guide you through your time in our program, from application, new CE student webinar, to actively participating in and completing college courses.

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Normandale is an affirmative action, equal opportunity educator and employer. The information in this document is available in alternative formats by contacting the Office for Students with Disabilities (OSD) staff at 952-358-8625 or [osd@normandale.edu](mailto:osd@normandale.edu).

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# INTRODUCTION

## Welcome to Normandale Community College's Concurrent Enrollment Program!

We are delighted to partner with you in creating more opportunities for your high school students to explore college-level learning. As a valued member of our program, you are an essential part of our academic family.

This guide is here to help you get started. Inside, you'll find everything you need to know about our Concurrent Enrollment Program, including the roles and responsibilities of high school instructors and faculty mentors, along with important policies and procedures.

All concurrent enrollment students are college students and are part of the Normandale community. They are held to the same academic standards as our on-campus students and will have access to the full range of student activities, academic resources, and support services we offer.

We are excited to work with you this academic year and help your students earn college credit while still in high school. If you have any questions or concerns, please don't hesitate to reach out—we're here to support you every step of the way.

Joyce Ester, Ph.D.  
Normandale President



This CE Handbook is based off of Normandale policies and procedures and the Minnesota Department of Education CE regulations ([click here to learn more](#)).

# WHAT IS CE?



**Concurrent Enrollment (CE)** is a post-secondary education option (PSEO) program in which high school students earn both high school and college credit by taking a Normandale college course that is taught by an appropriately credentialed high school instructor at the high school.

## **Normandale Program History and Minnesota Statute**

Normandale Community College's Concurrent Enrollment Program has been delivering high-quality, college-level educational opportunities to school districts and high school students in the Metropolitan Areas of Minneapolis and St. Paul, as well as throughout south metro Minnesota since 1987. We currently partner with high schools to offer college-level courses to high school students.

Under Minnesota Statutes section 124D.09 (<https://www.revisor.mn.gov/statutes/cite/124d.09>) and Minnesota State Colleges and Universities Board Policy 3.5, a Post-Secondary Enrollment Options (PSEO) concurrent enrollment course is a college or university course available through the PSEO program, offered via a high school, and taught by a high school teacher. Concurrent enrollment courses are designed for high school students who can earn both high school and college credit upon successful completion. A PDF version of Minnesota State policy 3.5 and Procedure 3.5.1 is available here: <http://www.minnstate.edu/board/procedure/305p1.html>

Normandale Community College's Concurrent Enrollment Program collaborates closely with partner high schools to determine course offerings, identify credentialed teachers for specific courses, and select students who meet the eligibility requirements. Building strong, mutually beneficial partnerships with participating high schools has led to an increase in both the number of Concurrent Enrollment Program courses and the number of students earning dual credit while still in high school. High schools may permit non-concurrent enrollment students to enroll in concurrent enrollment courses for high school credit only; however, the majority of students (over 51%) in the course must be enrolled for college credit. It is the responsibility of high schools to ensure that students not eligible for college credit.



# ABOUT NORMANDALE COMMUNITY COLLEGE



## Normandale's mission:

- to cultivate a welcoming college community
- to foster every student's talents
- to build an equitable world

## Normandale's vision:

- Limitless human potential realized

## Normandale's vision:

- **Caring:** We cultivate a college community where people feel a sense of belonging and connectedness. We recognize that people learn and work better when their needs are met and they feel safe. We have the courage to communicate with compassionate candor. We are a community of kindness and respect.
- **Curiosity:** We nurture curious minds in our students and in our employees. We are genuinely curious about one another. Curiosity fuels our pursuit of learning and inspires us to find better ways of doing things. It drives us to ask good questions and to seek information to answer them. We are a community of curious people.
- **Commitment:** We work hard to achieve our mission and goals. We dedicate ourselves to meeting all our students where they are and helping them pursue their aspirations. We are conscientious stewards of the college's resources. We are a community that expects a lot of ourselves and takes pride and joy in our work.

## ACCREDITATION

Normandale is accredited by the Higher Learning Commission. Since 2007, Normandale has maintained its accreditation through the Academic Quality Improvement Program (AQIP), which is based on continuous quality improvement.

In its concurrent enrollment program, Normandale adheres to the National Association of Concurrent Enrollment Partnership (NACEP) standards. These standards promote the implementation of policies and practices such that:

- College courses offered in the high school are of the same quality and rigor as the courses offered on-campus at the sponsoring college or university.
- Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses.
- Instructors teaching college courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution and are trained in course delivery and provided on-going professional development.
- Concurrent enrollment programs display greater accountability through program evaluation.

See Appendix A for the complete NACEP accreditation standards.

## POLICIES

Normandale policy 3.21 articulates policies related to the college's concurrent enrollment program. The college adheres to all Minnesota statutes, Minnesota State board policies and procedures, relevant Higher Learning Commission criteria for accreditation, and NACEP standards. In addition, the college has local requirements not covered by those of these entities.

See Appendix B for policy 3.21.

## CONCURRENT ENROLLMENT TEAM PROGRAM CONTACTS

**Crystal Svoboda** | Director of K-12 and University Partnerships

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## **HIGH SCHOOL PARTNER TEACHER CREDENTIALING**

All instructors teaching a Normandale Community College Concurrent Enrollment course must be approved through an application process similar to that of our on-campus faculty. Instructors in the program are required to meet the Higher Learning Commission's credentialing standards, which must be equivalent to those of Normandale's on-campus instructors by September 2025. Any partner teachers who are provisionally approved will not be allowed to continue teaching past this deadline if they do not meet the credentialing requirements.

Any substitute teacher who will be in place for the academic semester/year must be approved by Normandale and meet the minimum credentialing requirements.

## **APPLICATION PROCESS**

All new high school partner teachers must submit a Normandale concurrent enrollment instructor application, along with copies of all transcripts and a resume, to the Director of K-12 Partnerships. Upon receipt, the application will be reviewed by the Academic Dean of the relevant discipline. If necessary, the Dean may consult with the faculty chair of the department. Once a decision is reached, the Director of K-12 Partnerships will notify the teacher and administration of the approval or denial.

## **PARTNER TEACHER EXPECTATIONS**

High school instructors in Normandale Community College's Concurrent Enrollment Program are expected to provide students with a rigorous, college-level learning experience. They must work closely with their assigned faculty mentor to ensure that the courses they teach are both challenging and aligned with college-level standards. Students in these courses should be assessed at the same level as those taking the same courses on a Normandale campus.

The Common Course Outline serves as the guiding document, outlining the material to be covered and the depth of coverage required for each course. High school concurrent enrollment instructors are expected to use this document, with assistance from faculty mentors, to create a syllabus and a course that covers all Learner Outcomes and Major Areas of Course Content. Failure to cover all required content may jeopardize Normandale Community College's ability to award college credit to participating students.

## **COMMUNICATION WITH NORMANDALE COMMUNITY COLLEGE**

It is expected that concurrent enrollment instructors maintain vigilant and timely communication with their faculty mentor and Normandale Community College Concurrent Enrollment staff. Communication will likely occur primarily through email, and timely responses are essential when faculty mentors request information or attempt to schedule classroom visits. Your cooperation in maintaining prompt communication with Normandale representatives, particularly faculty mentors, is greatly appreciated and expected.

## **INSTRUCTOR RESPONSIBILITIES**

It is expected that concurrent enrollment instructors maintain vigilant and timely communication with their faculty mentor and Normandale Community College Concurrent Enrollment staff.

- Complete required Normandale paperwork for the purpose of accessing college resources, such as its learning management system and library resources.
- Participate in all orientations, training, and professional development.
- Work with their faculty mentor to ensure that the high school course is the same as the college course with respect to the following.

## INSTRUCTOR RESPONSIBILITIES

### High school instructors will:

- Complete required Normandale paperwork for the purpose of accessing college resources, such as its learning management system and library resources.
- Participate in all orientations, training, and professional development.
  - Work with their faculty mentor to ensure that the high school course is the same as the college course with respect to the following:
    - Content: what is covered and what is emphasized
    - Learning environment: classroom processes
    - Assessment: methods used and grade assigned
    - Rigor: associated student learning outcomes and grades assigned
    - Pedagogy: types of teaching and learning activities used
- Use the same textbook that the faculty mentor uses, or work with them to select a textbook that reflects current information relevant to the discipline.
- Work with their faculty mentor to create a course syllabus that meets all syllabi requirements for every course taught.
- Assess students' achievement of the learning outcomes articulated in the college's common course outline. Assessments used by the high school instructor will be the same as (or very similar to) those used by the faculty mentor in the college course.
- Apply the same grading standards as those used in the college course.
- Respond to communications from their faculty mentor in a timely manner.
- Comply with FERPA.
- Administer the Student Survey of Instruction in every course.
- Submit grades to the college at the end of the term.
- Adhere to relevant state statutes, Minnesota State policy and procedures, Higher Learning Commission requirements, NACEP standards, and Normandale policies and procedures.

## OF NOTE: PROFESSIONAL DEVELOPMENT AND SITE VISITS

"[Professional development] is the key distinguishing characteristic of accredited concurrent enrollment programs. This collegial interaction with a focus on partnerships differentiates concurrent enrollment programs from other transition to college experiences." The instructor and faculty mentor will work together to ensure that the instructor engages in annual professional development.

Faculty mentor visits to the concurrent enrollment classroom are a key process in the college's concurrent enrollment program. Site visits enable the mentor to: observe the instructor's course delivery, student discourse, and student-instructor rapport; and ensure that the course is being conducted as a college course. In addition, site visits provide opportunities for instructors and mentors to discuss areas of strength, areas of possible concern, and ways to improve the course. Faculty mentors conduct either one site visit for each course with their assigned high school instructor.

See Appendix D for the Site Visit Form.



## **DIRECTOR OF K-12 AND UNIVERSITY PARTNERSHIPS RESPONSIBILITIES**

The director oversees all aspects of the concurrent enrollment program. The director will work with the high school and college to:

- Determine course offerings.
- Orient the high school instructor to the program. The director will ensure that the high school instructor:
  - Completes the paperwork required by the college.
  - Understands the concurrent enrollment program and its policies and procedures.
  - Understand their responsibilities and those of the faculty mentor and the high school.
  - Understand student participants' rights and responsibilities.
  - Ensure appropriate execution of all aspects of the program.
  - Problem solve.
  - Improve the program.

## **FACULTY MENTOR RESPONSIBILITIES**

Faculty mentors will:

- Work with the high school instructor to ensure that the high school course is the same as the college course with respect to the following:
  - Content: what is covered and what is emphasized
  - Learning environment: classroom processes
  - Assessment: methods used and grade assigned
  - Rigor: associated student learning outcomes and grades assigned
  - Pedagogy: types of teaching and learning activities used
- Ensure that the instructor understands the process and their responsibilities.
- Guide and oversee the development of the course curriculum, teaching and learning activities, and assessments.
- Oversee the development of the course syllabus and approve the final syllabus.
- Work with the instructor to ensure normed grading – i.e., that the collaborator and the instructor would assign the same grade to a given piece of student work.
- Conduct one or two site visits per course per instructor and complete the site visit reports.
- Recommend, develop, and/or deliver professional development in the discipline and/or in the scholarship of teaching and learning.
- Ensure that the Student Survey of Instruction is conducted at the end of the course.
- Review final grades.
- Complete and submit all other required documentation.
- Adhere to relevant state statutes, Minnesota State policy and procedures, Higher Learning Commission requirements, NACEP standards, and Normandale policies and procedures.

## **HIGH SCHOOL ADMINISTRATOR AND STAFF RESPONSIBILITIES**

High school administrators and staff will:

- Adhere to the contract and program requirements.
- Assist as required in the application process for new instructors.
- Collaborate with the college to ensure students apply, are admitted, and enrolled in courses in accordance with the established stated timeline.
- Complete ability to benefit waivers, if applicable.
- Notify the college of student drops or withdrawals in accordance with the established timeline.
- Collaborate with the college to problem solve and improve the program.
- Adhere to relevant state statutes, Minnesota State policy and procedures, Higher Learning Commission requirements, NACEP standards, and Normandale policies and procedures.

## PROGRAM EXPENSES

Normandale Community College charges partner high schools \$3,000 per Concurrent Enrollment Program course, per mentor-mentee relationship, per term, regardless of class size. This pricing structure is consistent with the Minnesota State system for all participating two-year colleges. The high school is responsible for purchasing the approved textbooks unless otherwise agreed upon by the college and high school.

Normandale will provide an income contract to be fully executed by May 1st prior to the start of the academic year in which the courses will be offered. The high school will be billed for fall term on October 1st and spring term and full-year classes on April 1st.

See Appendix E for a sample income contract.

## CONCURRENT ENROLLMENT PROGRAM AND COURSE ELIGIBILITY

To participate in Normandale Community College's Concurrent Enrollment Program, students must meet one of the eligibility requirements below to enroll in the concurrent enrollment program and then meet the course placement (prerequisites) to register for college credit.

### PROGRAM ELIGIBILITY

**Seniors** - Top half of class rank, or a 2.6 cum. unweighted GPA, or a standardized test score placing them at 50% nationally.

**Juniors** - Top third of class rank, or a 3.0 cum. unweighted GPA, or a standardized test score placing them at 70% nationally.

**Freshmen & Sophomores** - Top 10% of class rank, or a 3.5 cum. unweighted GPA, or a standardized test score placing them at 90% nationally.

Transcripts will be required for all students who apply to the program. If the student does not meet the eligibility standards, the Concurrent Enrollment Operation Specialist will contact the high school to determine if a "Supporting Equity Through Opportunity" waiver, which waives program eligibility requirements, is appropriate for the student.

### COURSE PLACEMENT

All Normandale Concurrent Enrollment students must meet the specific course placement requirement (prerequisites) for the courses they plan to take. Many of the courses in the Concurrent Enrollment program require only Reading and English placements to enroll. However, some may require Math placement levels. Students can meet the placement requirements for courses in various ways (Accuplacer/ACT/SAT/MCA) or high school GPA and coursework. Students who do not meet the course placement requirement may submit documentation other than that specified above of their readiness and ability to perform college-level work as determined by the college. Students should work with their high school counselor if they want to appeal to participate in Concurrent Enrollment.

Students must read at the college level. Students either take the reading and English components of the Accuplacer test or have ACT or SAT scores that would waive the Accuplacer. If the student is taking a mathematics class, they will also take the math Accuplacer test. A college level reading score is required for the program.

### **Course Prerequisite Eligibility:**

The college identifies course prerequisites in the course descriptions which are located in the college catalog. The two types of prerequisites:

- Course placements
- Specific courses that must have already been taken.

In addition to the catalog, students may access prerequisite information for specific courses on the college's e-services web page or from their high school instructor, administrator, counselor or a Normandale advisor. All students must meet the prerequisite requirements. All student records are reviewed by the director or registrar prior to enrolling students in courses with prerequisites to ensure compliance. Supporting Equity Through Opportunity waivers (see below) cannot be used to waive this requirement.

### **Supporting Equity Through Opportunity (SEO) Waivers:**

Minnesota State allows colleges and universities to admit students based on other documentation than class rank, GPA, or test scores. Supporting Equity Through Opportunity (SEO) Waiver may be used in relation to program requirements and college-level reading requirements. The SEO Waiver is to be used for students who can benefit from and succeed in the concurrent enrollment class as determined by the high school. Schools that use SEO waivers are monitored to ensure that students admitted with waivers are as successful as those admitted without waivers. If there is a disproportionate number of students with waivers doing poorly in the class, the Director of K-12 and University Partnerships will work with the high school to review and revise the process used for granting them.

## **APPLICATION AND ADMISSION**

A prospective student completes a Normandale application and submits their class rank (if available), any nationally normed test scores, and GPA with the application. The CET reviews their application and determines if the student must take the reading, English, or math Accuplacer placement test. The college works with the high school to facilitate any necessary Accuplacer testing on the high school campus.

The CE team reviews all application data, determines which students are eligible for the program, and ensures they are admitted. The CE Operations Specialist also contacts the relevant high school official to determine which students, if any, should be admitted using an SEO waiver.

## **ENROLLMENT**

The high school submits its rosters for all concurrent enrollment courses to the CET. This roster must contain both students who are taking the class for high school credit only and students who are also taking the class for college credit. At least 51% of the students enrolled in the class must be concurrently enrolled for the college to offer college credit.

After reviewing the rosters and, if the course has any pre-requisites, individual student records, the CET forwards names of the eligible students to the registrar for enrollment in the class.

## **ADDING, DROPPING, AND WITHDRAWING**

Students may add or drop classes within the first 10 business days of the high school term. Students in year-long courses may drop through the tenth day of the spring term. The high school is responsible for notifying the CET of any students who wish to add or drop courses in a timely manner. Students who wish to leave a course after the drop period may withdraw up until 80% of the course has elapsed. Students are advised to meet with their instructor and/or guidance counselor, and talk to a Normandale advisor or counselor prior to withdrawing, to ensure that they maintain satisfactory academic progress.

## SATISFACTORY ACADEMIC PROGRESS

Normandale and Minnesota State Board Policy 2.9 require that all students make satisfactory academic progress to remain in good standing. They are required to complete a minimum of 67% of the cumulative number of credits for which they register, and maintain a certain minimum GPA, depending upon how many credits they've taken.

<b>If they've taken:</b>	<b>Their minimum GPA should be:</b>
0 – 15 credits	1.60
15 – 30 credits	1.80
More than 30 credits	2.0

If a student fails to meet one or both of these minimum standards after one semester, they will be placed on academic probation. After two semesters, they will be placed on academic suspension. The college evaluates satisfactory academic progress at the end of each term. If they fail to make satisfactory academic progress for two semesters, they will be suspended from the concurrent enrollment program. In addition, academic progress becomes part of the student's permanent college record, and may affect their future college enrollment.

## GRADES AND TRANSCRIPTED COLLEGE CREDIT

In order to foster effective partnerships and provide high school students the opportunity to earn college credit, it is essential for our secondary partners to follow Normandale Community College's policies and procedures. Non-compliance with these guidelines may impact our ability to offer concurrent enrollment classes and award college credit. Adherence to these standards is crucial.

We expect that high school administrators, counselors, deans, and instructors maintain the same academic standards in concurrent enrollment courses as are found in Normandale Community College's on-campus courses. A well-defined grading policy for CEP courses at the high school ensures that students are assessed in a manner consistent with on-campus college courses.

Normandale Community College's concurrent enrollment grading policy aligns with the National Alliance for Concurrent Enrollment Partnerships (NACEP) Accreditation Standards. Students enrolled in our concurrent enrollment courses are expected to meet the same learning outcomes and are assessed using similar methods as students in our on-campus classes.

College credit earned in a Normandale concurrent enrollment course is transcribed and transferable. If a student applies to a college or university other than Normandale, the decision whether to accept these college credits rests entirely with that institution. However, data collected over the years indicates that the vast majority of students successfully transfer their Normandale college credits. Students can request official transcripts by going to [www.normandale.edu](http://www.normandale.edu), typing "transcript" in the upper right-hand search box, and selecting "Transcript Request."

## STUDENT HANDBOOK

Instructors teaching concurrent enrollment courses are provided with an electronic copy of Normandale's student handbook for the college's concurrent enrollment program for printing and distribution to students on the first day of class. Guidance counselors and other staff and administrators are also welcome to print and distribute the handbook.

## COLLEGE POLICIES

Students admitted to Normandale's concurrent enrollment program are Normandale Community College students, and are required to adhere to all college policies and procedures. These may be found at <http://www.normandale.edu/procedures>. Of particular note are the following:

- Policy 5.24: Data Privacy
- Policy 2.5: Sexual Harassment and Sexual Violence
- Policy 2.6: Code of Conduct
- Policy 2.10 and procedure 2.10.1: Disability Accommodations
- Policy 2.11: Student Complaints and Grievances

# APPENDIX A

## NACEP ACCREDITATION STANDARDS

### 2017 NATIONAL CONCURRENT ENROLLMENT PARTNERSHIP STANDARDS

Adopted May 2017

#### Partnership Standards

##### Partnership 1 (P1)

The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.

##### Partnership 2 (P2)

The concurrent enrollment program has ongoing collaboration with secondary school partners.

#### Faculty Standards

##### Faculty 1 (F1)

All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.

##### Faculty 2 (F2)

Faculty mentors at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.

##### Faculty 3 (F3)

Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.

##### Faculty 4 (F4)

The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

#### Assessment Standard

##### Assessment 1 (A1)

The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.



## May 2017 Revised Concurrent Enrollment Standards

Curriculum Standards	
Curriculum 1 (C1)	Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 2 (C2)	Faculty mentors 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.
Curriculum 3 (C3)	Faculty mentors conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.
Student Standard	
Student 1 (S1)	Registration and transcribing policies and practices for concurrent enrollment students are consistent with those on campus.
Student 2 (S2)	The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
Student 3 (S3)	Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
Student 4 (S4)	The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.
Program Evaluation Standards	
Evaluation 1 (E1)	The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback
Evaluation 2 (E2)	The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

# APPENDIX B

## POLICY 3.21



### College Policy

**Chapter Number: 3**      **Name: Educational Policies**

**Policy Number: 3.21**      **Policy Name: Concurrent Enrollment Policy**

Related Minnesota State Board Policy Number and Name: 3.5 Post-Secondary Enrollment Options (PSEO) Program <http://www.minnstate.edu/board/policy/305.html>

Related Minnesota State Board Procedure Number and Name: 3.5.1 Post-Secondary Enrollment Options (PSEO) Program <http://www.minnstate.edu/board/procedure/305p1.html>

**Purpose:** To articulate the concurrent enrollment policies of the college.

### Part 1: Definition

Concurrent enrollment course: As defined in Policy 3.5, a PSEO concurrent enrollment course is a college or university course made available through the PSEO program, offered through a high school, and taught by a high school teacher. As specified in Minn. Stat. §124D.09, concurrent enrollment courses enroll only high school students who may earn both high school and college credit for satisfactorily completed courses.

### Part 2: Statutory Requirements

The concurrent enrollment program adheres to Minnesota statute 124D.09: Postsecondary Enrollment Options Act: <https://www.revisor.mn.gov/statutes/?id=124d.09>

### Part 3: Accreditation Requirements

**Subpart A:** The concurrent enrollment program adheres to all relevant Higher Learning Commission criteria for accreditation, specifically:

- **Core Component 3.A.3:** The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).
- **Core Component 3.C.2:** All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
- **Core Component 4.A.4:** The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.<sup>vi</sup>

**Subpart B:** The concurrent enrollment program adheres to all National Alliance of Concurrent Enrollment Partnership Standards: <http://nacep.org/docs/standards/NACEP-Standards-2011.pdf>.

# APPENDIX B (CONTINUED)

## Part 4: Local Requirements

### Subpart A: Course offering

The decision to offer a concurrent enrollment course is made by the dean of the division, in consultation with the department chair or their designee

### Subpart B: Contract

Normandale will provide an income contract to be fully executed prior to the start of the academic year in which the concurrent enrollment course will be offered.

### Subpart C: Class cancellation

The college may cancel a concurrent enrollment course for any reason.

### Subpart D: Student Adherence to College Policies

Students participating in the concurrent enrollment program are Normandale Community College students and, as such, must adhere to the all college policies: <http://www.normandale.edu/procedures>

### Subpart E: Faculty Mentor Assignments

The relevant academic dean makes faculty mentor assignments. Unlimited full-time faculty will be offered mentor assignments prior to temporary faculty.

### Subpart F: Faculty Mentor Responsibilities

Faculty mentors will fulfill their responsibilities as articulated in Minnesota State procedure 3.5.1, NACEP standards, and the college's mentor assignment form. Non-compliant faculty mentors will not be assigned mentoring roles for subsequent concurrent enrollment courses.

### Subpart G: High School Instructor Non-Compliance

High school instructors will fulfill their responsibilities as articulated in Minnesota State procedure 3.5.1, NACEP standards, and the Concurrent Enrollment Program Handbook. Non-compliant high school instructors will lose their status as a concurrent enrollment instructor in the discipline for which they are found to be non-compliant.

## Policy History

Date of Adoption: 02/19/09

Date of Implementation: 02/19/09

Date and Subject of Revisions: 04/26/18

Next Review Date: TBD

# APPENDIX C



## High School Instructor Application Form

High school instructors who wish to teach Normandale concurrent enrollment courses must demonstrate that they have the appropriate credentials to do so. Instructors must submit an application, resume, and graduate transcript(s) to the director of K-12 and university partnerships in the year prior to the one in which they wish to teach. These documents are reviewed by the relevant academic dean and department chair and faculty and they make the determination.

In accordance with the Higher Learning Commission's Criteria for Accreditation criterion 3, core component 3.A.3, Minnesota State's education policy part 4, subpart F, and the National Alliance of Concurrent Enrollment Partnership standard F1, Normandale requires that high school instructors must meet the same credentialing criteria as Normandale faculty in order to teach a concurrent enrollment course.

Approval is granted for an instructor who possesses either a master's degree in the discipline or a master's degree outside of the discipline and 18 graduate credits in the discipline. In some cases, candidate instructors will be provisionally approved. Provisional approval is granted when an instructor is almost, but not completely, credentialed to teach the course(s). A provisionally approved instructor teacher must complete additional preparation as part of a professional development plan developed in partnership with the high school principal, the director of K-12 partnerships, and the academic dean. Applications may be approved, provisionally approved, or denied. Instructors whose applications are denied may complete any additional required graduate coursework and reapply.

If you have questions, please contact Crystal Svoboda, director of K-12 and university partnerships, via phone at 952-358-9152 or email [crystal.svoboda@normandale.edu](mailto:crystal.svoboda@normandale.edu).



## APPENDIX C (CONTINUED)

### CONCURRENT ENROLLMENT PROGRAM: HIGH SCHOOL INSTRUCTOR APPLICATION

*Please note: A completed application, resume, and official transcripts must be submitted.*

Instructor Name: \_\_\_\_\_

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

High School Address: \_\_\_\_\_

Instructor Email: \_\_\_\_\_ Instructor Phone #: \_\_\_\_\_

**Instructor Education:**

*Please attach a resume and official graduate transcripts.*

Master's Degree: \_\_\_\_\_

Conveying Institution: \_\_\_\_\_

Number of Graduate Credits in Field: \_\_\_\_\_

Instructor Licensure: \_\_\_\_\_

**Proposed Concurrent Enrollment Courses:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\_\_\_\_\_

**To be completed by the academic division dean:**

This instructor (\_\_\_\_\_) possesses the credentials to teach the following course(s):

\_\_\_\_\_

\_\_\_\_\_ This instructor may teach the course(s) listed above provided that they execute the professional development plan described below.

\_\_\_\_\_ This instructor does not possess the necessary credentials.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

If applicable, include the professional development plan here: \_\_\_\_\_



# APPENDIX D



## Concurrent Enrollment Program: Faculty Mentor Site Visit Form

Course Name \_\_\_\_\_ Course Number \_\_\_\_\_

Faculty Mentor \_\_\_\_\_ Term and Year \_\_\_\_\_

High School Instructor \_\_\_\_\_ High School \_\_\_\_\_

Date of Visit \_\_\_\_\_

Visit Modality (in-person or virtual) \_\_\_\_\_

---

**Instructions for the faculty mentor:** The primary purpose of visiting a concurrent enrollment class (or “site visit”) is to confirm that the student experience is equivalent to that of an on-campus class. NACEP Accreditation Standards require that you visit concurrent enrollment classes at least once per term. You may conduct the visit in person or virtually. In both cases, however, you must observe the instructor conducting the class and engaging with students.

Please respond to each of the prompts below, then save and send the documents according to the following instructions:

**Please save the document as follows:**

DeptAbbreviationCourse#\_School\_SiteVisit  
E.g., ENG1101\_Kennedy\_SiteVisit

**Electronic signatures are fine. Please send via email to:**

- crystal.svoboda@normandale.edu
- diem.vo@normandale.edu

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Please document your observations regarding the following:

*What effective teaching strategies did you observe the instructor use?*

## APPENDIX D (CONTINUED)

*What were your impressions of student interest and involvement?*

*What recommendations for improvement, observations, or other or other comments will you share with the instructor?*

Faculty Mentor Signature\_\_\_\_\_

Date\_\_\_\_\_



# APPENDIX E



## Concurrent Enrollment Program: Professional Development

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

Discipline \_\_\_\_\_

High School \_\_\_\_\_

Faculty Mentor Name \_\_\_\_\_

Date(s) of Activity \_\_\_\_\_ Number of Hours \_\_\_\_\_

Annual discipline-specific professional development in which there is ***meaningful collegial interaction*** between the high school instructor and faculty mentor is a key distinguishing characteristic of accredited concurrent enrollment programs.

**Instructions:** The faculty mentor and high school instructor are to complete this form together. Please provide a detailed narrative of the professional development activity by addressing the following prompts. Most of your responses should be at least one paragraph in length. Please also attach all supporting materials from the activity.

**Faculty mentor:** *Please describe the activity. Include the format (e.g., conference, workshop, journal article discussion) and modality (i.e., face-to-face, virtual).*

**Faculty mentor:** *Please attach supporting materials (e.g., journal articles, workshop agenda and handouts, PowerPoint slides) and identify/explain them here.*

# APPENDIX E (CONTINUED)

**High school instructor:** *What were the most important things you learned? How do you plan to incorporate what you learned into the concurrent enrollment course that you teach?*

**High school instructor:** *Please describe how you and your faculty mentor interacted as part of this professional development.*

Faculty Mentor Signature

High School Instructor Signature

# APPENDIX F



NORMANDALE  
COMMUNITY COLLEGE

## Concurrent Enrollment Program: Course-Specific Orientation for High School Instructor

Course Name \_\_\_\_\_ Course Number \_\_\_\_\_

Faculty Mentor \_\_\_\_\_ Term and Year \_\_\_\_\_

High School Instructor \_\_\_\_\_ High School \_\_\_\_\_

Date of Visit \_\_\_\_\_

---

**Instructions:** Please complete this form - electronic signatures are fine – and save it as follows:  
DeptAbbreviationCourse#\_InstructorLastName\_Orientation (e.g., EDUC1101\_Jones\_Orientation)

**Please send via email to:**

- crystal.svoboda@normandale.edu
- diem.vo@normandale.edu

---

**To be completed by the high school instructor**

I received training on the following topics:

- |   |                                  |
|---|----------------------------------|
| • College department's approach to the discipline | • Course materials and resources |
| • Student learning outcomes                       | • Course syllabus                |
| • Content   | • Student privacy: FERPA         |
| • Teaching and learning activities                | • Student course evaluation      |
| • Assessment methods                              | • Submitting course grades       |
| • Grading standards                               | • Professional development       |
|   | • Site visit                     |

---

High School Instructor Signature



# APPENDIX F (CONTINUED)

**To be completed by the faculty mentor:** *Please describe how you conducted orientation on the topics above, including how you used the supporting materials.*

**I supplied and reviewed the following supporting materials:**

- CE Administrator Handbook
  - CE Student Handbook
  - College course syllabus and Syllabus
  - Approval Checklist
  - Paired Assessment Guidelines
  - Sample college teaching and learning activities
- College course rubrics, grading scales, sample graded essays
  - College textbook and/or other resources used in the college course
  - Professional Development Form
  - Site Visit Form
  - Other: \_\_\_\_\_

Faculty Mentor Signature

# APPENDIX G



## Concurrent Enrollment Program: Guidelines for Paired Assessments

- Best practice: the on-campus and concurrent enrollment assessments are identical.
- Submit your best example!
- Please submit one assessment for the on-campus course and the corresponding assessment for the concurrent enrollment course (even if they are identical).
- Please do not submit assessments that have been completed by students.
- The on-campus course assessment and the corresponding assessment for the concurrent enrollment course assessments must cover the same topics or concepts. For example, in Introduction to Chemistry, if an on-campus assessment is a multiple-choice test on thermodynamics, then the concurrent enrollment program assessment should be a multiple-choice test on thermodynamics. It should not be a multiple-choice test on electron configurations or titrations.
- The campus and concurrent enrollment program courses must use the same assessment methods. For example, if an on-campus Introduction to Business course assessment is a presentation on market segments, the concurrent enrollment assessment on market segments should also be a presentation. It should not be a multiple-choice test or reflection paper.
- **Examples of appropriate documents for different assessment methods:**
  - Paper: Submit the assignment instructions and grading criteria, including any rubrics.
  - Test or quiz: Submit the blank test or quiz.
  - Discussions: Submit the assignment instructions, prompts, and grading criteria.
  - Presentation: Submit the assignment instructions and grading criteria, including any rubrics.

### **Please save each document as follows:**

- On-campus assessment: DeptAbbreviationCourse#\_OnCampus\_Assess  
E.g., ENG1101\_OnCampus\_Assess
- Concurrent enrollment assessment: DeptAbbreviationCourse#\_CEP\_HighSchool\_Assess  
E.g., ENG1101\_CEP\_Kennedy\_Assess

### **Please send via email to:**

- crystal.svoboda@normandale.edu
- diem.vo@normandale.edu

# APPENDIX H



NORMANDALE  
COMMUNITY COLLEGE

## Concurrent Enrollment Program: Program Orientation Checklist for High School Instructor

Instructor Name \_\_\_\_\_

High School \_\_\_\_\_

### I received orientation on the following topics:

- Types of dual enrollment
- Human resources process and access to Normandale technology systems
- Concurrent enrollment program expectations and processes (also outlined in the Concurrent Enrollment Administrative Handbook)
- Overview of required documents, the term timeline, and important dates
- Instructor responsibilities (detailed on the next page)
- Faculty mentor responsibilities (detailed on the next page)
- Instructor non-compliance

\_\_\_\_\_  
High School Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director Signature

\_\_\_\_\_  
Date

# APPENDIX H (CONTINUED)

## **High School Instructor and Faculty Mentor: Mutual Responsibilities**

You are responsible for working together to ensure that the high school course is the same as the college course with respect to the following:

- Content: what is covered and what is emphasized
- Learning environment: classroom processes
- Assessment: methods used and grade assigned
- Rigor: associated student learning outcomes and grades assigned
- Pedagogy: types of teaching and learning activities used

## **The High School Instructor's Responsibilities**

- Participate in all orientation, training, and professional development.
- Use the same textbook that the faculty mentor uses, or work with your mentor to select a textbook that reflects current information relevant to the discipline.
- Distribute the Concurrent Enrollment Program Student Handbook to students.
- For every course taught, work with your faculty mentor to create a course syllabus that meets all syllabi requirements.
- Distribute the approved syllabus to your students.
- Assess students' achievement of the learning outcomes articulated in the college's common course outline. The assessments you use must be the same as (or very similar to) those used by the faculty mentor in the college course.
- Apply the same grading standards that are used in the course taught at the college.
- Respond to communications from your faculty mentor in a timely manner.
- Comply with FERPA.
- Administer the student course evaluation in every course.
- Submit grades to the college at the end of the term.
- Adhere to state statute, Minnesota State policy and procedures, Higher Learning Commission requirements, and NACEP standards.

## **The Mentor's Responsibilities**

- Guides and oversees the development of the course curriculum, teaching and learning activities, and assessments.
- Ensures that the instructor understands all processes and their responsibilities.
- Oversees the development of the course syllabus and approves the final syllabus.
- Works with the instructor to ensure normed grading – i.e., that the collaborator and the instructor would assign the same grade to a given piece of student work.
- Conducts site visit and completes the site visit report.
- Recommends, develops, and/or delivers professional development in the discipline and/or in the scholarship of teaching and learning instructor.
- Reminds the instructor to conduct the student course evaluation at the end of the course.
- Reviews the student course evaluation results and advises the director of K-12 partnerships of any concerns.
- Reviews final grades.
- Completes and submits all other required documentation on time.
- Adheres to the NACEP standards.

# APPENDIX I



## Concurrent Enrollment Program: Faculty Mentor Orientation Checklist

Faculty Mentor Name \_\_\_\_\_

Discipline \_\_\_\_\_

### I received orientation on the following topics (check all that apply):

- ☐ Concurrent enrollment program overview
  - ☐ High school instructor qualifications
  - ☐ HLC extension and credentialing development plan
  - ☐ Faculty mentor and high school instructor responsibilities (detailed on back page)
- ☐ National Alliance of Concurrent Enrollment Partnerships (NACEP) standards
- ☐ Course development process
- ☐ Student eligibility
- ☐ Course-specific orientation for high school instructor
  - ☐ Course syllabus
  - ☐ Grading
  - ☐ Assessments
  - ☐ Teaching methodologies
- ☐ Discipline-specific professional development
- ☐ Site visit
- ☐ Paired assessments
- ☐ Student course evaluation
- ☐ Non-compliance process
- ☐ Timelines and workflow
- ☐ Mentor assignment form

\_\_\_\_\_  
Faculty Mentor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director Signature

\_\_\_\_\_  
Date



# APPENDIX I (CONTINUED)

## **High School Instructor and Faculty Mentor: Mutual Responsibilities**

You are responsible for working together to ensure that the high school course is the same as the college course with respect to the following:

- Content: what is covered and what is emphasized
- Learning environment: classroom processes
- Assessment: methods used and grade assigned
- Rigor: associated student learning outcomes and grades assigned
- Pedagogy: types of teaching and learning activities used

## **The High School Instructor's Responsibilities**

- Participate in all orientation, training, and professional development.
- Use the same textbook that the faculty mentor uses, or work with your mentor to select a textbook that reflects current information relevant to the discipline.
- Distribute the Concurrent Enrollment Program Student Handbook to students.
- For every course taught, work with your faculty mentor to create a course syllabus that meets all syllabi requirements.
- Distribute the approved syllabus to your students.
- Assess students' achievement of the learning outcomes articulated in the college's common course outline. The assessments you use must be the same as (or very similar to) those used by the faculty mentor in the college course.
- Apply the same grading standards that are used in the course taught at the college.
- Respond to communications from your faculty mentor in a timely manner.
- Comply with FERPA.
- Administer the student course evaluation in every course.
- Submit grades to the college at the end of the term.
- Adhere to state statute, Minnesota State policy and procedures, Higher Learning Commission requirements, and NACEP standards.

## **The Mentor's Responsibilities**

- Guides and oversees the development of the course curriculum, teaching and learning activities, and assessments.
- Ensures that the instructor understands all processes and their responsibilities.
- Oversees the development of the course syllabus and approves the final syllabus.
- Works with the instructor to ensure normed grading – i.e., that the collaborator and the instructor would assign the same grade to a given piece of student work.
- Conducts site visit and completes the site visit report.
- Recommends, develops, and/or delivers professional development in the discipline and/or in the scholarship of teaching and learning instructor.
- Reminds the instructor to conduct the student course evaluation at the end of the course.
- Reviews the student course evaluation results and advises the director of K-12 partnerships of any concerns.
- Reviews final grades.
- Completes and submits all other required documentation on time.
- Adheres to the NACEP standards..

# APPENDIX J



## Concurrent Enrollment Program: Syllabus Approval Checklist

Course Name \_\_\_\_\_ Course Number \_\_\_\_\_

Faculty Mentor \_\_\_\_\_ Term and Year \_\_\_\_\_

High School Instructor \_\_\_\_\_ High School \_\_\_\_\_

**Instructions for the faculty mentor:** Please review each syllabus component identified below and have the high school instructor make any revisions you require. After all components are in compliance, please sign and date this checklist, and submit it, along with both the on-campus and concurrent enrollment course syllabi.

**Please save each document as follows:**

- On-campus syllabus:  
DeptAbbreviationCourse#\_OnCampus\_Syll  
E.g., ENGC1101\_OnCampus\_Syll
- Concurrent enrollment syllabus: DeptAbbreviationCourse#\_CEP\_HighSchool\_Syll  
E.g., ENGC1101\_CEP\_Kennedy\_Syll
- Syllabus Approval Checklist:  
AbbreviationCourse#\_HighSchool\_Instructor\_Syll\_Checklist  
E.g., ENCG1101\_Kennedy\_Jones\_Syll\_Checklist

**Electronic signatures are fine. Please send via email to:**

- crystal.svoboda@normandale.edu
- diem.vo@normandale.edu

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**College Course Information**

Please confirm that the following components are included:

- College name
- College course title
- College course number
- College course description (from the college catalogue)
- Number of college credits
- Term and year
- High school instructor name and contact information
- High school (or location) name
- The Normandale logo appears on syllabus. The logo below can be copied and pasted:



# APPENDIX J (CONTINUED)

**Course Student Learning Outcomes:** The on-campus and concurrent enrollment student learning outcomes are identical and they match the common course outline.

## Assignments and Grading

- The on-campus and concurrent enrollment assessment methods/tools are the same for each topic, concept, or student learning outcome. For example, if the college instructor assesses a particular learning outcome via an essay test question, the high school instructor should also use an essay test question.
- The on-campus and concurrent enrollment assessments are weighted the same. For example, the on-campus and concurrent enrollment final exams are both 25% of the final grade.
- The grading scale is the same (Ex: 90 – 100% = A, 80 – 89% = B, etc.). Please note that the concurrent enrollment grades may not have + or -, per Normandale policy 3.9: Grading.
- The level of rigor applied to grading in the on-campus course is the same in the concurrent enrollment course.

\_\_\_\_\_  
Faculty Mentor Signature

\_\_\_\_\_  
Date



We go **above**, you go **beyond**.

[NORMANDALE.EDU/CONCURRENT-ENROLLMENT](https://normandale.edu/concurrent-enrollment)

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