CONCURRENT ENROLLMENT ADMINISTRATIVE HANDBOOK

Welcome to Normandale Community College!

UPDATED: December '24

The Concurrent Enrollment (CE) Handbook is your #1 resource for all things CE at Normandale. It contains comprehensive information about our concurrent enrollment program, and is designed for high school instructors, counselors, and administrators, and Normandale deans and faculty mentors.

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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 conforms with Normandale policies and procedures and Minnesota Department of Education CE regulations.

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, Minnesota Statute, and MN State
Normandale Community College's concurrent enrollment program has been delivering highquality, college-level educational opportunities to school districts and high school students in the metropolitan areas of Minneapolis and St. Paul, and throughout south metro Minnesota since 1987.

MN Statutes section 124D.09 (https://www.revisor.mn.gov/statutes/cite/124d.09 and Minnesota State Colleges and Universities Board Policy 3.5 (https://www.minnstate.edu/board/policy/305.html) define a Post-Secondary Enrollment Options (PSEO) concurrent enrollment course as a college or university course available through the PSEO program, offered at a high school, and taught by an appropriately-credentialed high school teacher. High school students enrolled in concurrent enrollment courses earn both high school and college credit upon successful completion of the course.

Normandale's CE program staff collaborate 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 CE courses and the number of students earning college 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 (at least 51%) in the course must be enrolled for college credit.

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 and the National Association of Concurrent Enrollment Partnerships (NACEP). NACEP standards require 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.

See Appendix A for NACEP accreditation standards.

CONCURRENT ENROLLMENT TEAM PROGRAM CONTACTS

Crystal Svoboda | Director of K-12 and University Partnerships
Phone: 952-358-9152
Email: crystal.svoboda@normandale.edu

Diem Vo | Concurrent Enrollment Operations Specialist
Phone: 952-358-9405
Email: diem.vo@normandale.edu

KEY CE PROGRAM ROLES AND RESPONSIBILITIES

Director of K-12 and university partnerships (director)

The director oversees all aspects of the concurrent enrollment program. In particular, they:
- Serve as the contractual point of contact for the program.
- Collaborate with high school administrators to determine course offerings.
- Facilitate the new CE instructor academic credentialing process.
- Oversee the work of faculty mentors.
- Orient new CE instructors to the program.
- Ensure that all aspects of the program adhere to relevant state statutes, Mn State and Normandale policies and procedures, and NACEP standards and HLC requirements.
- Collaborate with others as required to address any program issues that arise.
- Direct program improvements.

High school administrators and staff

High school administrators and staff are responsible for fulfilling the administrative responsibilities. In particular, they:
- Adhere to the contract and program requirements.
- Assist as required in the application process for new CE instructors.
- Ensure high school students meet graduation requirements.
- Collaborate with the college to ensure students apply to the CE program, are admitted, and enrolled in courses in accordance with the established timeline.
- Complete Supporting Equity through Opportunity program waivers as required.
- Ensure that at least 51% of students registered in a CE course are registered for college credit.
- Notify students if a CE course is cancelled for any reason.
- Notify the college of student drops and withdrawals in accordance with the established timeline.
- Collaborate with the college to problem solve and improve the program.
- Adhere to relevant state statutes, Mn State and Normandale policies and procedures, and NACEP standards and HLC requirements.

Faculty mentors (mentors)

Faculty mentors collaborate with the CE instructor to ensure that the CE course is the same as the college campus course. In particular, they:
- Conduct course-specific orientation with the CE instructor in advance of the first time the instructor teaches the course.
- Ensure that the instructor understands CE 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 site visit for every course and every instructor.
- Conduct annual professional development with the instructor 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 and review the results with the instructor.
- Review final grades.
- Complete and submit all required documentation. See Appendix B for sample documents.
- Adhere to relevant state statutes, MN State.

KEY CE PROGRAM ROLES AND RESPONSIBILITIES (CONTINUED)

High school instructors

CE instructors deliver the college course to enrolled CE students. In particular, they:

- Collaborate with their assigned mentor to ensure that the high school course is the same as the college course.
- Complete required college paperwork for the purpose of accessing college resources, such as the learning management system and library resources.
- When new to the CE program, participate in orientation to the CE program.
- When teaching a CE course for the first time, participate in course-specific orientation provided by their mentor.
- Use the same textbook that the mentor uses, or work with them to select a textbook that is appropriate for the college course.
- Work with their mentor to create a course syllabus that meets all syllabi requirements.
- Assess students' achievement of the learning outcomes articulated in the college's common course outline.
- Arrange for and participate in a visit by their mentor to observe the class. (Called a "site visit.")
- Deploy grading standards that are the same as those for the college course.
- Respond to communications from their mentor and CE program staff in a timely manner.
- Comply with FERPA.
- Engage in annual professional development.
- Administer the Student Survey of Instruction in every course every term.
- Submit grades to the college at the end of the term.
- Adhere to relevant state statutes, MN State and Normandale policies and procedures, and NACEP standards and HLC requirements.

See Appendix B for the associated forms and other supporting documents.

A note about CE instructor compliance

Normandale is committed to working with our high school partners to provide an outstanding CE program. The mentor is responsible for addressing instructor questions and concerns and for monitoring instructor compliance with program requirements. If a concern arises, the CE program team will address it promptly. We've found that the issue is nearly always related to a gap in knowledge, and discussion among the instructor, mentor, and director is sufficient to remediate it.

If, however, the faculty mentor, director, and academic dean were to determine that a high school instructor continued to be non-compliant, the instructor would lose their status as a CE instructor in that discipline. The director would then inform the high school administration and work with them to identify another instructor possessing the necessary academic credentials. If no instructor existed, the director would cancel future offerings of the course.

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PROGRAM EXPENSES

Normandale charges partner high schools $3,000 per CE course, 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 and other required course materials (including student access to electronic resources) 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.

INSTRUCTOR CREDENTIALING

All instructors teaching a Normandale CE course must possess the same academic credentials as Normandale faculty. For nearly all disciplines, this is:
· A master's in field
 OR
· A master's degree in any field with a minimum of 18 graduate semester credits in the credential field.

Any substitute teacher who will be in place for a semester or longer must submit a Normandale concurrent enrollment instructor application and be approved by the college.

APPLICATION PROCESS

All candidate instructors must submit a Normandale concurrent enrollment instructor application, copies of all graduate transcripts, and a resume to the director. The application will be reviewed by the academic dean who oversees the associated discipline, and they will determine whether the applicant does or does not possess the necessary academic credentials. Once a determination has been made, the director will notify the candidate instructor and relevant high school administrator.

See Appendix C for the CE instructor application form.

KEY STUDENT-RELATED THINGS TO KNOW

Students who participate in CE are Normandale students. As such, they are entitled to use college resources and support services. See [Appendix D](#) for a listing of resources and services.

As Normandale students, CE students must also abide by all Minnesota State and college policies and procedures, including the Student Code of Conduct.

- See https://www.normandale.edu/why-normandale/about/policies-procedures.html for college policies and procedures.

- See https://www.normandale.edu/current-students/dean-of-students/code-of-conduct. html for the student code of conduct, which includes information about academic integrity expectations.

Normandale's *Concurrent Enrollment Student Handbook* contains all of the key information student students need to successfully participate in our CE program. We recommend that all employees who work with our CE program familiarize themselves with the student handbook. The student handbook is available on our concurrent enrollment web page:

https://www.normandale.edu/admissions/apply/pseo-students/concurrent-enrollment/

APPLICATION AND REGISTRATION

To take CE courses, students must be admitted to the CE program AND meet any course prerequisites.

APPLICATION TO THE CE PROGRAM

PROGRAM ELIGIBILITY BY GRADE

Measure	9th/10th Grade	11th Grade	12th Grade
Cumulative GPA	3.5 or higher	3.0 or higher	2.6 higher
Class rank of graduation class	Top Tenth (90%)	or Top Third (66%)	or Top half (50%)
Nationally standardized test [1]	90th percentile	or 70th percentile	or 50th percentile
8th Grade Minnesota Comprehensive Assessment (MCA) in reading [2]	850 (Pass, Meets, Exceeds)	N/A	N/A
College-level reading placement required [3]	Yes	Yes	Yes

1) ACT, SAT, PSAT, Pre-ACT, Stanford Achievement Test (SAT10), or Iowa Assessments.

2) If 8th grade MCA reading test not taken, our admissions office will arrange alternate testing.

3) See [Appendix E](#) or more information about placement.

High school transcripts are required for all students as part of the application process.

Students complete the online application themselves, and high schools typically have students apply to the program at the beginning of the term. The director will supply the high school instructor with an instructional step-by-step voice-over PowerPoint presentation to be shared with students.

Students must apply prior to the application deadline. In most cases, the deadline is 15 days after the start of the college's semester. The operations specialist will advise the high school of the date.

Supporting Equity Through Opportunity (SEO) Waivers

Minnesota State allows colleges to admit students based on other documentation than class rank, GPA, or test scores. A Supporting Equity Through Opportunity (SEO) waiver may be used to waive CE program admission requirements for students who can benefit from and succeed in the concurrent enrollment class, as determined by an appropriate high school administrator. If a student does not meet the program eligibility requirements, our CE operations specialist (operations specialist) will contact the high school to determine if a "Supporting Equity Through Opportunity" waiver is appropriate for the student.

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 will work with the high school to review and revise the process used for granting them.

COURSE ELIGIBILITY AND REGISTRATION

To register for a CE course, students must meet course prerequisites. To see prerequisites for all CE courses, go to Normandale's CE web page: https://www.normandale.edu/admissions/apply/pseo-students/concurrent-enrollment/, scroll down and click on the "Classes Offered" link. Click on the name of the course to be directed to the course information in the Normandale course catalogue.

Many courses in our CE program require only reading and English placements, but some require math placement levels. In addition, some courses require the student to have successfully completed a prior college-level course. The student's academic record is carefully reviewed to ensure they meet any course prerequisites prior registering the student in the course. Course prerequisites cannot be waived. If a student does not meet the prerequisites, they may work with a high school counselor to submit an appeal. Normandale makes the final determination.

Normandale's registrar will register students for courses. The operations specialist will work with our high school contact to ensure that students are correctly registered prior to the registration deadline. In most cases, the deadline is 15 days after the start of the college's semester. The operations specialist will advise the high school of the date.

DROPPING AND WITHDRAWING FROM COURSES

CE students may drop a class prior to the drop deadline. In most cases, the drop deadline is the tenth business day after the start of the CE class. The operations specialist will advise the high school of the date. The high school is responsible for providing the names of students who wish to drop a course to the operations specialist in advance of the deadline.

Once the drop deadline passes, CE students may withdraw from a CE course until the withdraw deadline passes. The withdraw deadline is after approximately 80% of the CE class has occurred. The operations specialist will advise the high school of the date. The high school is responsible for providing the names of students who wish to withdraw from a course to the operations specialist in advance of the deadline. Please note that withdrawing from courses can impact a student's satisfactory academic progress.

See Appendix F for course drops and withdraws details.

SATISFACTORY ACADEMIC PROGRESS

Per Minnesota State Board Policy, 2.9, students must maintain satisfactory academic progress (SAP) to remain in good standing. Course grades and rate of course completion are taken into account when determining if a student is or is not making SAP. Student failure to maintain SAP will result in placement on academic warning or suspension and can impact future financial aid.

See Appendix G for SAP details.

DISABILITY ACCOMMODATIONS

Students with an IEP or 504 plan may take CE courses. The high school is responsible for providing the associated accommodations.

TRANSFERABILITY OF COLLEGE CREDIT

College credit earned in a CE course appears on the student's transcript and is part of the student's permanent college record. 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, typing "transcript" in the upper right-hand search box, and selecting "Transcript Request."

APPENDIX A

NATIONAL CONCURRENT ENROLLMENT PARTNERSHIP STANDARDS

First Adopted April 2002 Revised March 2020

Effective 2018-19 Academic Year

PARTNERSHIP STANDARDS	
Partnership 1 (CEP - P1)	The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
Partnership 2 (CEP - P2)	The concurrent enrollment program has ongoing collaboration with secondary school partners.

FACULTY STANDARDS	
Faculty 1 (CEP - 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 (CEP - F2)	Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
Faculty 3 (CEP - 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 (CEP - F4)	The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

ASSESSMENT STANDARDS	
Assessment 1 (CEP - 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.

NATIONAL CONCURRENT ENROLLMENT PARTNERSHIP STANDARDS (CONTINUED)

CURRICULUM STANDARDS	
Curriculum 1 (CEP - 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 (CEP - C2)	The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
Curriculum 3 (CEP - C3)	Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

STUDENT STANDARDS	
Student 1 (CEP - S1)	Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.
Student 2 (CEP - S2)	The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
Student 3 (CEP - 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 (CEP - 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 (CEP - E1)	The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback
Evaluation 2 (CEP - E2)	The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

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 B (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.

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

Course Name _____   Course Number _____

Faculty Mentor _____   Term and Year _____

High School Instructor _____   High School _____

_____

Please note: This orientation must be completed prior to the instructor teaching the course.

Orientation Date _____

Course Start Date_____

_____

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
· Student learning outcomes
· Content
· Teaching and learning activities
· Assessment methods
· Grading standards
· Course materials and resources
· Course syllabus
· Student privacy: FERPA
· Student course evaluation
· Submitting course grades
· Professional development
· Site visit

_____
High School Instructor Signature

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

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 t

Electronic signatures are fine. Please send via email to:
· crystal.svoboda@normandale.edu
· diem.vo@normandale.edu

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:

Concurrent Enrollment Program: Syllabus Approval Checklist (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 – 110% = 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

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., ENGC1101_Kennedy_SiteVisit

Electronic signatures are fine. Please send via email to:
· crystal.svoboda@normandale.edu
· diem.vo@normandale.edu

Please document your observations regarding the following:

What effective teaching strategies did you observe the instructor use?

Concurrent Enrollment Program: Faculty Mentor Site Visit Form (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 _____

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.*

Concurrent Enrollment Program: Professional Development (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 C

CONCURRENT ENROLLMENT PROGRAM:
HIGH SCHOOL INSTRUCTOR APPLICATION

Please note: A completed application, resume, and transcripts must be submitted by March 15 for an instructor to be considered for the subsequent academic year.

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 _____

List graduate credits in field here:

[   ]

Instructor Licensure _____

APPENDIX C (CONTINUED)

Concurrent Enrollment Program: High School Instructor Application

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 _____

APPENDIX D

RESOURCES, SUPPORT SERVICES, AND OFFICES DIRECTORY

Admissions
C 1180 | 952-358-8208
CE@normandale.edu
See us for:
- CE program admission requirements
- Applications
- Course placement
- Orientation
- Kick off events

Web page: https://www.normandale.edu/admissions/index.html

Advising, Counseling & Career Center
C 1115 | 952-358-8261
advising@normandale.edu
See us for:
- Registration and schedule changes
- Career counseling and planning
- Academic, degree, and transfer planning
- Connecting with campus resources
- Course concerns
- Counselors and a licensed psychologist to discuss personal issues in a confidential space

Web page: https://www.normandale.edu/current-students/advising-counseling-and-career-center/index.html

Campus Cupboard
A 1565 | 952-358-8119
campuscupboard@normandale.edu
See us for:
- Food: We offer fresh food, frozen groceries and non-perishable food (does not need to be refrigerated)
- Grab-and-Go Meals: fresh or frozen meals for students

Web page: https://www.normandale.edu/current-students/tutoring-and-support/campus-cupboard.html

Computer Labs
952-358-8181
See us for:
- PCs and Macs are available in C 3022 and P 1806
- Call for lab hours

Web page: https://www.normandale.edu/current-students/academic-resources/library/services/computers/index.html

ID Card Services
K 1417 | 952-358-8120
See us for:
- Student ID cards provide access to services such as Tutoring Center, Library services, on-campus printing and the gym
- Check website or call for hours and other information

Web page: https://www.normandale.edu/current-students/student-services/paying-for-college/id-cards.html

ITS Help Desk
P 0808 | 952-358-8181
See us for:
- Issues with Normandale email access, D2L, e-Services, etc.

Library
L 2701-2744 | 952-358-8290
See us for:
- Quiet study spaces, research assistance, books and periodicals
- Online databases and interlibrary loan

Web page: https://www.normandale.edu/current-students/academic-resources/library/index.html

APPENDIX D (CONTINUED)

Office for Students with Disabilities (OSD)
L 2751 | 952-358-8625
osd@normandale.edu
See us for:
- Reasonable accommodations for students with disabilities
- Information and referral to campus resources

Web page: https://www.normandale.edu/current-students/tutoring-and-support/students-with-disabilities/index.html

Records and Registration
952-358-8220 | records@normandale.edu
See us for:
- Transcript ordering
- Grading
- Communication with high schools regarding registration, withdrawals and academic standing

Student Life
Kopp Student Center | 952-358-8179
studentlife@normandale.edu
See us for:
- Student clubs
- Student government
- Recreational sports, etc.

Web page: https://www.normandale.edu/current-students/get-involved/student-life.html

Student Resource Center
A 1560 | 952-358-9090
studentresourcecenter@normandale.edu
See us for:
- Connections to campus and community resources and services
- Resource information related to childcare, food, housing, transportation, healthcare, and more to address specific needs

Web page: https://www.normandale.edu/current-students/tutoring-and-support/student-resource-center.html

Student Services
1st Floor College Services building
952-358-8100 | studentservices@normandale.edu
See us for:
- We are your one stop for questions related to financial aid, scholarships, payment, billing, records, and registration

Web page: https://www.normandale.edu/current-students/student-services/index.html

Tutoring and Writing Center
C 2190 | 952-358-8624 or
tutoringcenter@normandale.edu or
writingcenter@normandale.edu
See us for:
- Tutoring for specific subjects
- Peer tutoring
- Writing support

Web page: https://www.normandale.edu/current-students/tutoring-and-support/tutoring-center/index.html

APPENDIX E

COURSE PLACEMENT CRITERIA

Normandale's course placement process determines a student's readiness for reading, writing, and mathematics courses. Course placements guide a student with selecting appropriate courses for success.

Course placement is determined by a few factors: courses taken, GPA, grades and test scores (ACT/SAT/MCA/ACCUPLACER). Students who have not taken or did not meet the criteria may not be able to register for their preferred course. If you would like to know how to move forward, please contact an Academic Advisor. Official and appropriate AP scores may also be used to determine course placement. AP class completion is not sufficient alone.

COLLEGE-LEVEL READING PLACEMENT CRITERIA
One of the Following:

High School GPA	ACT Reading Sub-Score	SAT ERBW Score	MCA 10th Grade Reading Score	ACCUPLACER Next Gen Reading Score
2.6 or higher	21 or higher	480 or higher	1047 or higher	250 or higher

OR
High School GPA of 2.5-2.59 AND One of the Following:

ACT Reading Sub-Score	SAT ERBW Score	MCA 10th Grade Reading Score	ACCUPLACER Next Gen Reading Score
19-20	440-479	1042-1046	226-249

COLLEGE-LEVEL MATH PLACEMENT CRITERIA

HS GPA	HS Math Course with C- or Higher	ACT Math	MCA	College-Level Math Course
2.7-2.79	-	-	1147-1157	MATH 1080 Intro to Statistics
2.8 or Higher	HS Algebra 2	22-24	1158 or Higher	MATH 1100 College Algebra
2.8–3.29	HS Pre-Calculus or Higher Level Math	25-26	-	MATH 1500 Pre-Calculus
3.3 or Higher	HS Pre-Calculus or Higher Level Math	27 or Higher	-	MATH 1510 Calculus 1

You may also visit our "Understanding Placement Results" web page to more information. (https://www.normandale.edu/admissions/after-admitted/course-placement/understanding-placement-results.html)

APPENDIX F

MAKING SCHEDULE CHANGES: DROPS AND WITHDRAWS

In most - but not all – cases, these deadlines apply:

- ° Drop Deadline: 11:59 pm on the 10th business day after your first day of class
- ° Withdraw Deadline: The date after which approximately 80% of the course has finished

Your high school counselor or teacher can give you the deadlines for your CE course.

Removing a course from your schedule by the drop deadline is considered a DROP:

- ° Dropped courses will not show up on your college transcript.
- ° Dropped courses do not affect your GPA or completion rate.
- ° Once you drop a course, you are enrolled in the course solely as a high school student. You are no longer enrolled for college credit.

Removing a course from your schedule after the drop deadline, but before the withdraw deadline, is considered a WITHDRAW:

- ° A withdrawn course will show up on your college transcript as a 'W' grade, indicating that the course was attempted and later withdrawn.
- ° A withdrawn course does not hurt your college GPA.
- ° A withdrawn course does negatively impact your college course completion rate.
- ° Once you withdraw from a course, you are enrolled in the course solely as a high school student. You are no longer enrolled for college credit.
- ° Withdrawing from multiple courses may impact your college academic status.
- ° Withdrawing from multiple courses could impact your Normandale financial aid eligibility after high school graduation.

IMPORTANT!

If you are considering dropping or withdrawing from a course, please talk with your high school counselor or teacher, or a Normandale academic advisor. If dropping or withdrawing is the best option, your counselor or teacher will work with Normandale to process the drop or withdraw.

APPENDIX G

SATISFACTORY ACADEMIC PROGRESS (SAP)

As a college student, you must make Satisfactory Academic Progress (SAP) toward completion of your degree and/or certificate within a reasonable period of time to continue attending Normandale and to be eligible for financial aid. If you are concerned about your SAP status, please contact your Normandale academic advisor.

Students must meet or exceed both of the following SAP requirements:
- 2.0 cumulative GPA
  AND
- 2/3 (66.66%) cumulative completion rate. Completion rate is the total number of credits earned divided by the total number of credits attempted.

Students who drop below either SAP requirement will be put on WARNING for one semester.

After the warning semester, students who drop below either SAP requirement again, they will be put on SUSPENSION

If suspended, a student has 2 options to return and register for classes:
1. Sit out the suspension for one year
   OR
2. Successfully APPEAL the suspension

After completing one of the above options, the student is reinstated on PROBATION, with the following requirements:
- 2.50 semester GPA OR 2.0 cumulative GPA
  AND
- 100% semester completion rate OR 66.66% cumulative completion rate

At the end of the probationary term:
> If SAP requirements are met or exceeded, the student is returned to good standing.
> If probation requirements are met, the student continues on probation.
> If SAP requirements or probation requirements are not met, the student will be re-suspended.

Information about SAP can also be found our on website: https://www.normandale.edu/current-students/student-services/registration/academic-progress/index.html

NORMANDALE

COMMUNITY COLLEGE

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

NORMANDALE.EDU/CONCURRENT-ENROLLMENT