



ANOKA-RAMSEY
COMMUNITY COLLEGE
CAMBRIDGE • COON RAPIDS

2016-2017

Anoka-Ramsey Community College

Concurrent Enrollment Program

Faculty Mentor Manual

Fall 2016

Greetings Faculty Mentors,

Welcome to Anoka-Ramsey Community College's Concurrent Enrollment Program. Faculty Mentors are integral to the success of our Concurrent Enrollment Program. Faculty Mentors verify that High School Partner Teachers teach a rigorous, college-level course identical to that offered in an on-campus setting. Thank you for your willingness to work with High School Partner Teachers to assure the academic rigor of our Concurrent Enrollment Program courses.

The 2016-2017 Faculty Mentor Manual contains information pertinent to Anoka-Ramsey Community College's Concurrent Enrollment Program. Please use this manual as a resource for your work as a Faculty Mentor. Please use our website as a resource as well. A variety of pertinent information about Anoka-Ramsey Community College's Concurrent Enrollment Program is available on our website for your reference and use. You can find us online at <http://www.anokaramsey.edu/admissions/concurrent-enrollment/>. Additionally, new this academic year is our D2L Brightspace Concurrent Enrollment course that will allow you to access forms you will need to complete your Faculty Mentor Assignment.

As a Faculty Mentor, you will be compensated for your time. Faculty Mentors providing mentoring services to a Concurrent Enrollment Program High School Partner Teacher teaching a course for the first time will be compensated the equivalent of one (1) credit. Faculty Mentors providing mentoring services to a Concurrent Enrollment Program High School Partner Teacher teaching a course he/she has already taught in the past will be compensated the equivalent of one-half (0.5) credit.

I wish you the best of luck this academic year. Feel free to contact me at any time to ask questions or share concerns. I am available via phone at 763-433-1897 or by email at Shannon.Kirkeide@anokaramsey.edu.

Sincerely,



Shannon Kirkeide
Dean of Academic and Community Outreach
Anoka-Ramsey Community College

Anoka-Ramsey Community College Overview

Anoka-Ramsey Community College (ARCC) is an open-door, comprehensive higher education institution, committed to developing articulate, critical and creative thinkers who are responsible contributors to the community.

Anoka-Ramsey Community College is a multi-campus institution and a member of the Minnesota State Colleges and Universities system. The Coon Rapids Campus is located on the banks of the Mississippi River twenty miles north of downtown Minneapolis. The Cambridge Campus is located on west Highway 95 on the Rum River in Cambridge.

Beginning in 1965 with 600 students in a wing of Centennial High School in Circle Pines, Anoka-Ramsey Community College has grown considerably. In 1967 the college moved to the current Coon Rapids Campus of approximately 103 acres. The Cambridge Campus opened in 1978 and has shown consistent growth in enrollment and facilities. In addition, students may complete many ARCC college courses at convenient off-site locations throughout neighboring communities. During the 2015-2016 academic year, more than 12,000 students completed credit classes at the College.

Concurrent Enrollment Program Overview

Anoka-Ramsey Community College's Concurrent Enrollment Program has been providing high quality, college-level educational opportunities to school districts and high school students in the North Metropolitan Areas of Minneapolis and St. Paul and throughout Central Minnesota since 1987. Currently, Anoka-Ramsey Community College's Concurrent Enrollment Program partners with 12 high schools to provide college-level courses to high school students.

According to Minnesota Statutes section 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 made available through the PSEO program, offered through a high school, and taught by a high school teacher. Concurrent enrollment courses enroll only high school students who may earn both high school and college credit for satisfactorily completed courses.¹ A PDF version of MnSCU Policy 3.5 and Procedure 3.5.1 is also available here: <http://www.mnscu.edu/board/procedure/305p1.html>.

Anoka-Ramsey Community College's Concurrent Enrollment Program works closely with Partner High Schools to determine course offerings, identify High School Partner Teachers credentialed to teach specific courses, and select students who meet the minimum requirements for participation. Creating close, mutually-beneficial partnerships between the College and participating high schools has led to an increase in the number of Concurrent Enrollment Program courses offered and the number of high school students earning both high school and college credit simultaneously while still in high school.

¹ Please see Appendix 1 for Minnesota State Colleges and Universities Board Policy 3.5.

PSEO (Post-Secondary Enrollment Option) Admission

PSEO is a Minnesota program for high school juniors and seniors, which offers the opportunity to enroll in and attend college-level courses and apply earned credits toward high school graduation requirements and a college degree. State funding covers the cost of tuition and required books for eligible courses.

Students are eligible if they meet the class rank requirements set by the legislature. Juniors must be in the top 1/3 of their class and seniors must be in the top 1/2 of their class to meet the class rank requirements. Students that are home-schooled or attend an area learning center may submit commensurate test results from a nationally standardized, norm-referenced test such as the PSAT, PLAN, ITED, SAT, or ACT.

PSEO program funds cannot be used for developmental courses (all courses numbered below 1000), or for courses that have high activity or material fees. Refer to Anoka-Ramsey Community College Policy 5G.2 Fees for a list of these courses. PSEO students enrolling in any of these courses must pay for the credits and associated fees.

Concurrent Enrollment Eligibility

To participate in Anoka-Ramsey Community College's Concurrent Enrollment Program, students must meet a number of eligibility requirements. Students must meet class rank requirements established by Minnesota Statutes section 124D.09 and Minnesota State Colleges and Universities Board Policy 3.5.² Along with this class rank requirement, students must also take the Accuplacer Assessment. Scores on the Accuplacer Assessment will determine eligibility for a number of commonly offered Concurrent Enrollment Program courses.³

- Seniors – Class rank in the upper one-half of their class or a score at or above the 50th percentile on a nationally standardized, norm-referenced test.
- Juniors – Class rank in the upper one-third of their class or a score at or above the 70th percentile on a nationally standardized, norm-referenced test.
- For juniors or seniors, documentation other than that specified above of a student's readiness and ability to perform college-level work as determined by the college or university.
- PSEO concurrent enrollment exceptions. A high school that wishes to have a college or university offer a PSEO concurrent enrollment course to its students, but cannot generate sufficient enrollment to offer that course only to 11th and 12th grade students who meet the eligibility requirements may:
 - Request approval for an exception from the president of the college or university to allow 9th and 10th grade students who rank in the upper one-tenth of their class or attain a score at or above the

² Please see Appendix 1 for Minnesota State Colleges and Universities Board Policy 3.5.

³ For Accuplacer Assessment information, please visit:

<http://www.anokaramsey.edu/resources/testing-services/accuplacer-placement-test/>

90th percentile on a nationally standardized, norm-referenced test, or have a favorable recommendation from a designated high school official to enroll in that course.

Criteria for Determining High School Partner Teacher Eligibility

After lengthy discussions with high school administrators, counselors, and teachers, ARCC's Concurrent Enrollment Program determines what courses will be offered for the upcoming academic year. During this process, discussions regarding the expected standards and rigor of the educational opportunities offered to Concurrent Enrollment Program students also take place.

It is expected that high school administrators, counselors, and teachers adhere to the high academic rigor established in on-campus Anoka-Ramsey Community College courses at all Concurrent Enrollment Program locations. One way to assure that these high academic standards are achieved and maintained is through a rigorous High School Partner Teacher application process. High School Partner Teachers are required to submit an application, resume, all of their post-secondary transcripts, and a professional development plan.⁴ Using Anoka-Ramsey Community College Policies and Procedures as well as established Minnesota State Colleges and Universities (MnSCU) Faculty Credentialing guidelines, decisions are reached as to what High School Partner Teacher applicants are allowed to teach Concurrent Enrollment Program courses.⁵

Often, the Director of Program Development, who oversees the Concurrent Enrollment Program, will work collaboratively with ARCC academic department representatives to review High School Partner Teacher Applications and determine eligibility to teach in the Program. Once a High School Partner Teacher application is approved, he/she will receive an official welcome letter from Anoka-Ramsey Community College. This letter will also be sent to High School Administrators and Counselors. If a High School Partner Teacher application is rejected, he/she will receive an official letter from Anoka-Ramsey Community College. This letter will also be sent to High School Administrators and Counselors.

High School Partner Teacher Roles and Responsibilities

High Schools Partner Teachers must:

- Teach an Anoka-Ramsey Community College course in a high school setting that is rigorous, demanding, and educational (identical to those on campus)
- Cover all Learner Outcomes and Major Areas of Course Content listed in the Common Course Outline (CCO)
- Create a syllabus that clearly states course outcomes, grading policies and procedures, and due dates for all major course events

⁴ Please see Appendix 2 for the High School Partner Teacher Application.

⁵ Please visit <http://www.anokaramsey.edu/about-us/policies-disclosures/policies-procedures/policy-311-faculty-credentialing/> for ARCC and MnSCU Policies and Procedures related to ARCC faculty and High School Partner Teacher credentialing information.

- Ensure that Concurrent Enrollment Program students are held to the same grading standards as students taking the same course on campus
- Assign final, whole letter grades (A, B, C, D, or F) to each student on the class list and submit these to your Faculty Mentor immediately following the conclusion of the course.
 - High school grades are to be the same as College grades
- Correspond and collaborate with Faculty Mentors in a professional, courteous, and timely manner
- Complete course-level assessment for Anoka-Ramsey Community College's Assessment Program
- Participate in professional development opportunities
- Abide by all policies outlined in the ARCC Faculty Handbook and Employee Code of Conduct

High School Partner Teachers teaching in Anoka-Ramsey Community College's Concurrent Enrollment Program are expected to offer students a rigorous, college-level learning experience identical to that offered in an on-campus setting. High School Partner Teachers are expected to work closely with their assigned Faculty Mentor to assure that the course(s) they are teaching are rigorous and being taught at the college-level. The expectation is that students are being assessed at the same level as those students taking the same courses on an Anoka-Ramsey Community College campus.

High School Partner Teachers must complete course-level assessment for Anoka-Ramsey Community College's Assessment Program. The aim of Anoka-Ramsey Community College's Assessment Program is to provide data and analysis that is meaningful, measurable, and manageable. Anoka-Ramsey Community College's Assessment Program uses the software database eLumen to collect and create reports on assessment data. All Concurrent Enrollment Program classes and their corresponding rubrics will be loaded into eLumen. High School Partner Teachers will receive a username and password to enter their data following the conclusion of the Concurrent Enrollment Program course.

The Common Course Outline is the guiding document that dictates what material is covered and to what depth this material is to be covered in a particular course. High School Partner Teachers are expected to use this document and 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 Learner Outcomes and Major Areas of Course Content may jeopardize Anoka-Ramsey Community College's ability to give participating students college credit. Please consult page 19 of the Faculty Handbook for more information regarding Common Course Outlines.

High School Partner Teachers are expected to create a thorough syllabus that is approved by their Faculty Mentor. The course syllabus is an expansion of the Common Course Outline that includes course details relevant to the instructor, the textbook used, and the semester the course is offered. The syllabus includes a description of the course, including title and number of credits, the grading policy, the instructor's attendance policy, course materials such as texts and supplements, and information on when, where and how the instructor will be available to students outside class. More syllabus information is available on pages 23-24 of the Faculty Handbook. A detailed 2016-2017 High School Partner Teacher Syllabus Checklist and Sample Syllabus is available for review at the end of this Manual.

High School Partner Teachers are responsible for remaining vigilant in their communication with representatives of Anoka-Ramsey Community College (Faculty Mentor, Director of Program Development, who oversees the Concurrent Enrollment Program, and other Concurrent Enrollment Program staff). Communication is expected to be prompt, professional, and thorough. When documents, class lists, and syllabi are requested either by Faculty Mentors or Concurrent Enrollment Program staff, these requested items are to be sent in a timely manner.

ARCC CEP Grading Policy

To support meaningful, beneficial partnerships that give students the opportunity to earn college credit while in high school, Anoka-Ramsey Community College's High School Partners are responsible for adhering to the policies, procedures, and practices of the Concurrent Enrollment Program. Failing to adhere to these policies, procedures, and practices jeopardizes Anoka-Ramsey Community College's ability to offer Concurrent Enrollment Program classes at secondary institutions and/or award college credit to students taking these courses. Adherence is critical.

It is expected that High School Administrators, Counselors/Deans, and Teachers provide the same academic rigor at all Concurrent Enrollment (CE) Program secondary institutions as found in on-campus Anoka-Ramsey Community College courses. A clear grading policy for CE courses at the Concurrent Enrollment secondary institution that is consistent with Anoka-Ramsey Community College on-campus courses reinforces that students taking Concurrent Enrollment Program courses are graded and assessed at a level consistent with on-campus college courses.

Awarding extra credit is not an acceptable Anoka-Ramsey Community College practice. Thus, this practice should not take place in CE courses at the Concurrent Enrollment secondary institution. Opportunities where students can re-test or re-learn for mastery of content and learner outcomes are acceptable.

Anoka-Ramsey Community College's Concurrent Enrollment Program's grading policy is grounded in National Alliance for Concurrent Enrollment Partnerships (NACEP) Accreditation Standards.⁶ Students taking Anoka-Ramsey Community College Concurrent Enrollment Program courses are to be held to the same learning expectations and outcomes, same grading standards, and assessed using the same methods as students in on-campus sections. The grade given for Anoka-Ramsey Community College credit must be the same grade given for high school credit.

⁶ NACEP Assessment Standard A1 reads, "CEP students are held to the same standards of achievement as those expected of students in on campus sections." NACEP Assessment Standard A2 reads, "The college/university ensures that CEP students are held to the same grading standards as those of students in on campus sections." NACEP Assessment Standard A3 reads, "CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections."

Faculty Mentors

After High School Partner Teachers are approved to teach Anoka-Ramsey Community College Concurrent Enrollment Program courses, they are assigned Faculty Mentors. These Faculty Mentors are full-time or part-time, credentialed instructors who teach in the same discipline as the High School Partner Teacher. Along with providing teaching advice, syllabus preparation assistance, and serving as a general resource to High School Partner Teachers, Faculty Mentors assure that standards of achievement, grading standards, and assessment measures are identical in Concurrent Enrollment Program courses as they are for on-campus courses.

To assure that all standards are the same for Concurrent Enrollment Program courses and corresponding on-campus courses, Faculty Mentors meet with High School Partner Teachers at least three times each semester. These visits serve as opportunities to discuss Common Course Outlines, syllabi, teaching styles, learning styles, assessment standards, grading standards, and grade distribution. Following each visit, Faculty Mentors are required to submit paperwork detailing their visit. At least one visit is an in-class observation. Following this visit, Faculty Mentors submit a detailed Classroom Observation Form. This is the same form used by ARCC Administrators when they visit instructor's classrooms.⁷ Faculty Mentors will discuss their thoughts and observations with High School Partner Teachers prior to submitting any of their Faculty Mentor Feedback Forms to ARCC and High School Administrators.

Faculty Mentors are also responsible for submitting all grades to Anoka-Ramsey Community College's electronic grading system. The High School Partner Teacher is expected to submit final grades to his/her Faculty Mentor within the deadline established by Anoka-Ramsey Community College. This deadline is usually no more than four (4) business days following the last class meeting.

Faculty Mentors and High School Partner Teachers usually form a professional relationship that lasts well beyond their time in ARCC's Concurrent Enrollment Program. Efforts are made to reassign Faculty Mentors to different High School Partner Teachers every year, but sometimes the same Faculty Mentor will work with the same High School Partner Teacher for more than one year. Faculty Mentors are chosen on a yearly basis based on a number of factors. Faculty Mentor decisions are made in collaboration with the Director of Program Development, who oversees the Concurrent Enrollment Program, and the appropriate Dean of Educational Services.

Faculty Mentor Roles and Responsibilities

The primary role and responsibility of a Faculty Mentor is to verify that High School Partner Teachers are teaching a rigorous, college-level course identical to that offered in an on-campus setting. Faculty Mentors are expected to work closely with their assigned High School Partner Teacher to assure that the course(s) they are mentoring are rigorous and being taught at the college-level.

Faculty Mentors must:

⁷ Please see Appendix 3 for the all Faculty Mentor Forms, including the Classroom Observation Form.

- Verify that High School Partner Teachers are teaching a rigorous, college-level course identical to that offered in an on-campus setting
- Collaborate with High School Partner Teachers to make sure the course covers all Learner Outcomes and Major Areas of Course Content listed in the Common Course Outline (CCO)
- Review Concurrent Enrollment Program course syllabi to verify that information is accurate, correct, and college-level using the 2016-2017 Partner Teacher Syllabus Checklist and Partner Teacher Sample Syllabus as a reference⁸
- Notify Director of Program Development, who oversees ARCC’s Concurrent Enrollment Program, if discrepancies exist on the course roster
- Assist High School Partner Teachers in completing course-level assessment through data entry into eLumen
- Maintain communication with High School Partner Teacher
- Complete at least one Classroom Observation (two if High School Partner Teacher is teaching Concurrent Enrollment Program course for the first time) and submit all required Classroom Observations Forms
- Complete all Faculty Mentor Forms, submit all required documentation, and enter grades into Anoka-Ramsey Community College’s grade entry system (Faculty Mentors must enter an LDA for students who receive an “F”, which is the last date of the term, and a “W”, which is the date submitted to ARCC by the Partner High School.)

High School Partner Teachers must complete course-level assessment for Anoka-Ramsey Community College’s Assessment Program. All Concurrent Enrollment Program classes and their corresponding rubrics will be loaded into eLumen. High School Partner Teachers will receive a username and password to enter their data following the conclusion of the Concurrent Enrollment Program course. Faculty Mentors are expected to answer any questions pertaining to Anoka-Ramsey Community College’s Assessment Program. Faculty Mentors are also expected to help High School Partner Teachers who need assistance entering their course-level data into eLumen.

Faculty Mentors are also responsible for completing a variety of Report and Feedback Forms. Faculty Mentors are required to complete a Preliminary Visit Report Form, at least one in-class observation, and a Final Visit Report. Along with these Report and Feedback Forms, Faculty Mentors must review their High School Partner Teacher’s syllabus for rigor, submit updated class rosters, and enter grades (within 4 days of the Concurrent Enrollment Program class ending) into Anoka-Ramsey’s electronic grading system. Submission of a Completion of Mentor Responsibilities Form to the Director of Program Development, who oversees the Concurrent Enrollment Program, following completion of all required responsibilities will result in compensation.

A sample 2016-2017 Mentor Responsibility Agreement is available for reference in Appendix 3. All other Faculty Mentor Feedback and Report Forms are also located in Appendix 3.

⁸ Please see Appendix 4 for the 2016-2017 Partner Teacher Syllabus Checklist and Partner Teacher Sample Syllabus

Faculty Mentor Site Visits

Faculty Mentors are required to meet with their High School Partner Teachers at least three (3) times per semester. If a High School Partner Teacher is teaching a Concurrent Enrollment Program course for the first time, an additional in-class observation is required.

Faculty Mentors are expected to meet with their High School Partner Teacher before the start of their class, while teaching their course in the form of an in-class visit, and after the High School Partner Teacher completes teaching the course. Faculty Mentor Observation and Feedback Forms are provided as a guide for discussions, observations, and assistance before, during, and after visits. Each site visit is designed to be a productive time for conversation about the course and a time for the Faculty Mentor to answer any questions the High School Partner Teacher may have regarding the course. Faculty Mentor Observations and Feedback Forms, found in Appendix 3, provide details about topics that must be covered, submission requirements following the visit, and any other required information that must be provided to the Director of Program Development, who oversees the Concurrent Enrollment Program.

Each Faculty Mentor Observation and Faculty Mentor Feedback Form is carefully catalogued upon submission. If any concerns appear on any of these forms, a follow-up discussion with the Faculty Mentor may be scheduled to discuss, in person, the concerns raised in the feedback. As most of these Faculty Mentor Observations and Faculty Mentor Feedback Forms are to be shared with High School Partner Teachers and High School Administrators upon submission to ARCC, it is expected that the feedback provided by Faculty Mentors is used by High School Partner Teachers to improve teaching methods and the student experience in Concurrent Enrollment Program courses.

Faculty Mentor Observation and Faculty Mentor Feedback Forms are located on ARCC's Concurrent Enrollment Program D2L Brightspace site.

In-Class Observations

As stated above, a Faculty Mentor will conduct an in-class observation at least once during the academic year. For those High School Partner Teachers teaching a Concurrent Enrollment Program course for the first time, a Faculty Mentor will conduct at least two in-class observations. For those High School Partner Teachers who have taught a Concurrent Enrollment Program course in the past, a Faculty Mentor will conduct at least one in-class observation. Please see Appendix 3 for the Classroom Observation Form Faculty Mentor's will use during an in-class observation.

It is the expectation that the High School Partner Teacher prepares and teaches an actual lesson during the Faculty Mentor's in-class observation. Please refrain from planning class-long group work activities, laboratories, and/or examinations on the day of an in-class observation. Aspects of all of these may be

incorporated into the lesson, but Faculty Mentors expect to see High School Partner Teachers teaching a lesson. This is an essential part of the in-class observation process and is one way in which Faculty Mentors assure that Concurrent Enrollment Program courses adhere to the strict academic standards of those classes taught on campus.

Addressing Non-Compliance

High School Partner Teachers are integral members of the Anoka-Ramsey Community College community. By teaching in ARCC's Concurrent Enrollment Program, High School Partner Teachers agree to uphold the rigor of their classes to the same standards of those taught on our campuses. Along with teaching a rigorous, college-level course in the high school, High School Partner Teachers also agree to attend all Professional Development Opportunities for Concurrent Enrollment and remain vigilant in their communications with Anoka-Ramsey Community College representatives.

If a Faculty Mentor determines via correspondence or an in-class observation that the class being taught by a High School Partner Teacher does not meet the rigorous, college-level standards that are expected, a meeting will be held to discuss ways in which this issue can be addressed. Not meeting the standards is due cause for termination of the Concurrent Enrollment Program partnership.

If a High School Partner Teacher cannot attend any of the Professional Development Opportunities hosted by Anoka-Ramsey Community College's Concurrent Enrollment Program, it is the responsibility of the Partner Teacher to inform the Director of Program Development of his/her absence. If continual absences become a problem, a meeting will be held to discuss the reason for these absences. On most occasions, High School Partner Teachers will consult with the Director of Program Development, who oversees the Concurrent Enrollment Program, to determine what needs to be done to make up for the absence at a Professional Development Opportunity.

Anoka-Ramsey Community College's Concurrent Enrollment Program reserves the right to de-certify, suspend, or dismiss any High School Partner Teacher at any time for gross misconduct or non-compliance with Anoka-Ramsey Community College policies and procedures. Please visit <http://www.mnscu.edu/board/procedure/1c0p1.html> for a copy of the Employee Code of Conduct.

For More Information:

Visit us on the web!

<http://www.anokaramsey.edu/admissions/concurrent-enrollment/>

Contact Shannon Kirkeide, Dean of Academic and Community Outreach

- Shannon.kirkeide@anokaramsey.edu
- 763-433-1897

Appendix 1

Procedure 3.5.1 Post-Secondary Enrollment Options (PSEO) Program for Board Policy 3.5

Part 1. Purpose. In accordance with Minnesota Statutes section 124D.09 and Policy 3.5, this procedure governs the implementation of the Post-Secondary Enrollment Options ("PSEO") Program by system colleges and universities.

Part 2. Admissions Requirements for PSEO Students

Subpart A. Eligibility standards. PSEO participation shall be available to juniors and seniors enrolled through a Minnesota high school, home school, or alternative learning center who present evidence of the ability to perform college-level work. Such evidence includes the following:

1. for juniors, class rank in the upper one-third of their class or a score at or above the 70th percentile on a nationally standardized, norm-referenced test;
2. for seniors, class rank in the upper one-half of their class or a score at or above the 50th percentile on a nationally standardized, norm-referenced test; or
3. for juniors or seniors, documentation other than that specified in Part 2. Subpart A1 and Subpart A2 of this procedure of the student's readiness and ability to perform college-level work as determined by the college or university.

A college or university may set higher standards than those specified in Part 2. Subpart A1 and Subpart A2 for all students as needed to ensure student success.

Subpart B. Eligibility Review Process. Each college and university shall have a process for reviewing evidence presented by students seeking to participate in the PSEO program. This process shall address each of the criteria in Part 2, Subpart A of this procedure and shall include faculty participation as appropriate.

Subpart C. Career and Technical Education. Notwithstanding the eligibility standards established in Part 2, Subpart A of this procedure, a student who is in 10th grade and has attained a passing score on the 8th grade Minnesota Comprehensive Assessment in reading and meets the other course prerequisites or course enrollment standards established by the college, including but not limited to assessment test scores, program admission, or other requirements may enroll in a career and technical education course at a system college. If the student receives a grade of C or better in the course, the student shall be allowed to take additional career or technical education courses in subsequent terms. A career or technical course is a course that is part of a career and technical education program that provides individuals with coherent, rigorous content aligned with academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current and emerging professions and provides technical skill proficiency, an industry recognized credential, and a certificate, diploma, or an associate degree.

A student who first enrolls under this provision while in 10th grade and wishes to enroll in general education courses as an 11th or 12th grade student must take the system Assessment for Course Placement and achieve the required scores prior to enrollment.

Students admitted under this provision may be required to attend counseling or advising sessions at the discretion of the college.

Part 3. PSEO Student Support, Enrollment, and Performance.

Subpart A. Student support. A college or university offering courses through the PSEO program shall ensure that PSEO students are provided with information that.

1. describes available academic and student support services and
2. outlines student responsibilities, including their responsibility to communicate with their high school about their academic performance in courses offered through PSEO.

Subpart B. Student enrollment. Students choosing to enroll in PSEO courses, including PSEO concurrent enrollment courses, shall meet the requirements of Board Policy 3.3 and System Procedure 3.3.1, Assessment for Course Placement, before enrolling, with the exception of students enrolled in a career or technical course that does not require an assessment test score as provided in Part 2, Subpart C of this procedure.

Subpart C. Student performance and program effectiveness. A college or university shall collect data about the performance of each student enrolled in courses through PSEO for use in monitoring student progress and measuring PSEO program effectiveness. These data shall be reported to the Office of the Chancellor.

Part 4. PSEO Offered through Concurrent Enrollment Courses.

Subpart A. Definition. 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 M.S. 124D.09, concurrent enrollment courses enroll only high school students who may earn both high school and college credit for satisfactorily completed courses.

Subpart B. PSEO concurrent enrollment courses. PSEO concurrent enrollment courses shall be college-level courses approved through the college or university curriculum process, shall meet institutional standards required for accreditation, and shall follow the college- or university-approved course outline.

Subpart C. Concurrent enrollment agreements. Each college or university and school district wishing to offer one or more concurrent enrollment courses shall complete an agreement, signed by the appropriate representative of each party, which shall, at a minimum, address:

1. qualifications and responsibilities of high school instructors as defined in Subparts E. and F. of this procedure, including documentation of high school teacher qualifications;
2. college/university support to be provided to the instructor as defined in Subpart D. of this procedure;
3. other resources, such as laboratory space and course materials, needed to support quality concurrent enrollment teaching and learning;
4. compliance with student participation requirements as specified in Part 2. and Part 4. Subpart H. of this procedure;
5. financial arrangements for offering the course(s); and
6. duration of the agreement and frequency of its review, which shall be at least annually.

The form of the agreement between a district and a college or university and the financial arrangements for delivering concurrent enrollment courses shall be in conformance with system-determined practices for concurrent enrollment agreements that exist at the time the agreement is signed.

Subpart D. PSEO concurrent enrollment instructor support. For each high school teacher approved to provide PSEO instruction as a concurrent enrollment instructor, the college or university shall:

1. Provide a college or university faculty member who shall communicate regularly with the concurrent enrollment instructor and monitor assignments, exams, projects, student academic achievement, and instructional effectiveness to ensure that the course meets the learning outcomes contained in the course outline approved by the college or university and that students are held to college-level standards; and
2. Provide each concurrent enrollment instructor with a required orientation to the concurrent enrollment program and on-going opportunities to participate in appropriate campus-based and/or program-specific faculty development activities.

Subpart E. PSEO concurrent enrollment instructor designation. Designation of a high school teacher to be a concurrent enrollment instructor requires:

1. completion of an application by the high school teacher;
2. approval by the teacher's principal as part of the application; and
3. approval by the college or university after consultation with faculty in the relevant discipline, consistent with Subpart F. of this procedure.

Participation in a concurrent enrollment program by a high school teacher shall require compliance with all expectations for communicating with the college or university faculty member and participation in any required orientation and professional development activities, as outlined in the concurrent enrollment agreement and as described in Subparts C. and D. of this procedure.

Subpart F. PSEO concurrent enrollment instructor qualifications. The minimum qualifications for concurrent enrollment instructors shall be those determined by the college or university of record, consistent with the following:

1. For two-year colleges, the system established credential fields and minimum qualifications for faculty are designated in Board Policy 3.32 and System Procedure 3.32.1 College Faculty Credentialing
2. For state universities, minimum qualifications for faculty are determined by academic departments.

When no teacher in the high school meets these qualifications, the partners shall explore a variety of options for providing access to courses through the PSEO program, including:

1. on-line courses taught by college or university faculty members;
2. on-campus college or university courses; and
3. college and university courses offered by a college or university faculty member in the high school.

If the partners determine that none of these options is feasible, and with the approval of the school district and the college or university as specified in Subpart E. of this procedure, a teacher who does not meet the minimum qualifications may be approved to teach a concurrent enrollment course based on evidence of a combination of substantial teaching experience, advanced coursework appropriate to the discipline, and/or other relevant experience and expertise. Approval to teach a PSEO concurrent enrollment course on this basis may be made contingent upon:

1. completion of additional graduate coursework;
2. field experiences; or
3. a program of structured independent study appropriate to the discipline or credential field within mutually agreed upon time parameters.

A high school teacher who was approved as a concurrent enrollment instructor prior to November 10, 2008 may continue to teach the same course or courses at the discretion of the college or university of record after consultation with the faculty member assigned to work with that high school teacher.

An annual report of high school teachers approved by a college or university as concurrent enrollment instructors shall be provided to the Office of the Chancellor. The report shall include the total number of concurrent enrollment instructors, the number of concurrent enrollment instructors who do not meet the minimum qualifications, and information about the basis for approving those concurrent enrollment instructors who do not meet minimum qualifications.

Subpart G. Students in PSEO concurrent enrollment courses. PSEO concurrent enrollment courses shall not simultaneously enroll PSEO and non-PSEO high school students except as provided in Subpart H. of this procedure.

Subpart H. PSEO concurrent enrollment exceptions. A high school that wishes to have a college or university offer a PSEO concurrent enrollment course to its students, but cannot generate sufficient enrollment to offer that course only to 11th and 12th grade students who meet the the PSEO eligibility requirements of Part 2, Subpart A may:

1. request approval for an exception from the president of the college or university to allow 9th and 10th grade students who rank in the upper one-tenth of their class or attain a score at or above the 90th percentile on a nationally standardized, norm-referenced test, or have a favorable recommendation from a designated high school official to enroll in that course; or
2. request approval for an exception from the president of the college or university to allow non-PSEO students to enroll in that course. The president of the college or university shall approve or deny the request after the appropriate college or university consultation process. In any concurrent enrollment course that enrolls both PSEO and non-PSEO students.
 - a. PSEO students shall be the majority of the students in the course; and
 - b. The concurrent enrollment instructor and college or university faculty member shall ensure that all PSEO students are held to college-level course standards.

An annual report of all concurrent enrollment exceptions granted by a college or university shall be provided to the system office and shall include information about efforts made to reduce the number of exceptions approved.

Approval Date: 06/11/03,

Effective Date: 07/01/03,

Date and Subject of Revision:

6/20/12 – Added new Part 2, Subpart C. Career and Technical Education. Amended Part 3, Subpart B to include an exception for courses that do not require an assessment test score. Other technical changes.

3/12/12 – Amended Part 4, Subpart H to allow high school who cannot generate sufficient enrollment to offer a PSEO course to request approval to allow 9th and 10th grade students and non-PSEO students to enroll in the course.

1/25/12 – The Chancellor amends all current system procedures effective February 15, 2012, to change the term “Office of the Chancellor” to “system office” or similar term reflecting the grammatical context of the sentence.

11/13/08 – amended to clarify and/or add detail regarding concurrent enrollment programs and practices.

Implementation of Parts 1, 2 and 4 – 11/13/08

Implementation of Part 3 for students who enroll beginning in Fall 2009

Appendix 2

High School Partner Teacher Application

High School Partner Teacher Application

Please Type or Print Clearly.

Attach a resume and photocopies of all college transcripts with this Application.

Last Name	First Name	Middle Initial

Home Street Address	City	State	Zip Code

Home Phone	Work Phone

Email Address	High School Where You Are Currently Teaching

EDUCATION (Please list B.A. /B.S. Degree and **all graduate** work here)

If you do not have a Master's degree in the field you wish to teach, how many graduate credits in the field do you hold? ____

If you do not have a Master's degree in the field you wish to teach, or have fewer than 18 graduate credits completed, are you willing, in the next 2 years, to complete 18 graduate credits in the field you wish to teach? _____

Name of Institution	Location	Degree	Date of Degree	Subject

RELEVANT WORK HISTORY

Please list below the educational positions you have held beginning with your present or most recent position.
Use additional sheets if necessary

Name of Institution	Position	Dates of Employment	Reason for Separation
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

PROFESSIONAL DEVELOPMENT AND/OR CONTINUING EDUCATION PLAN

Please share your current or anticipated Professional Development and/or Continuing Education Plans:

Please Return Completed Application and Supporting Materials to:

Abbie Huttenburg
Anoka-Ramsey Community College
11200 Mississippi Blvd. NW
Coon Rapids, MN 55433
Telephone: 763-433-1623
Fax: 763-433-1521
Email: Abbie.Huttenburg@anokaramsey.edu

Appendix 3

2016-2017 Mentor Responsibility Agreement

Mentor Responsibilities:

- ❑ Meet with High School Partner Teacher. Suggested discussion points:
 - Syllabus requirements/review (Provide Syllabus Checklist to High School Partner Teacher)
 - Review the CCO (Provide the most up-to-date Common Course Outline)
 - Discuss questions about course objectives and assessment methods
 - If necessary, provide links to information that may be used to supplement the textbook
 - Suggest readings in the field to support teacher subject matter knowledge development.
 - Remind High School Partner Teacher that grades are due to you no later than 4 days after the last day of class, no exceptions.

- ❑ Submit the following to D2L Brightspace Dropbox **by week 2** of the course:
 - A completed Preliminary Visit Report Form
 - High School course syllabus
 - Confirmation of start and end dates of the course

- ❑ Conduct **one in-class observation** for courses previously taught by High School Partner Teacher:
 - Complete and submit a **1st Visit Observation Report** within 2 weeks of this visit to D2L Brightspace Dropbox, High School Partner Teacher, and high school principal.
 - Collect an assessment (test, project, quiz, etc.) from the High School Partner Teacher to pair side-by-side with an on-campus assessment from your course. Submit both copies to D2L Brightspace Dropbox.
 - Remind the High School Partner Teacher that the SIR survey must be administered and returned to ARCC before the end of the course.

- ❑ For Course **NOT PREVIOUSLY TAUGHT** by High School Partner Teacher :
 - Complete and submit a **2nd Visit Observation Report** within 2 weeks of this visit to D2L Brightspace Dropbox, High School Partner Teacher, and high school principal.
 - Collect an assessment (test, project, quiz, etc.) from the High School Partner Teacher to pair side-by-side with an on-campus assessment from your course. Submit both copies to D2L Brightspace Dropbox.
 - Remind the High School Partner Teacher that the SIR survey must be administered and returned to ARCC before the end of the course.

- ❑ Conduct a **Final Visit** with the High School Partner Teacher after completion of the course (this meeting can happen by phone, in person, or through email). Suggested discussion points include:
 - Grade distributions
 - Effectiveness of activities, projects, and assessments
 - Enter data into E-Lumen for Anoka-Ramsey Community College Assessment Program
 - Readings and recommended additional material in the field to increase subject matter expertise

- ❑ Complete and submit the **Final Visit Report** to D2L Brightspace Dropbox within 2 weeks of the final visit.

- ❑ **Electronically enter Final Grades** for the CEP course within 4 days of the CEP class ending.
 - Submit a copy of Final Grades to D2L Brightspace Dropbox

- ❑ Complete and submit Completion of Mentor Responsibilities on D2L-Brightspace.

2016-2017 Preliminary Visit Report

High School: _____ **Semester:** _____

Course: _____ **Visit Date:** _____

HS Partner Teacher: _____

Suggested Discussion Points:

- Syllabus requirements/review (Provide Syllabus Checklist to High School Partner Teacher)
- Review the CCO (Provide the most up-to-date Common Course Outline)
- Discuss questions about course objectives and assessment methods
- If necessary, provide links to information that may be used to supplement the textbook
- Suggest readings in the field to support teacher subject matter knowledge development
- Remind High School Partner Teacher that grades are due to you no later than 4 days after the last day of class, no exceptions

Discussion Summary/Suggestions:

HS Partner Teacher: _____ **Date:** _____

Faculty Mentor: _____ **Date:** _____

Observation Report

High School Partner Teacher Observation Form

High School Partner Teacher: _____

Faculty Mentor: _____

CEP Course: _____ Observation Date: _____

Topic Covered: _____

Observation Start Time: _____ Observation End Time: _____

Select for each numbered item (1-7) one of the performance standards listed below. Place an (X) on the space provided. Space is provided after each numbered item to provide an explanation for the basis of the rating. Any item marked Needs Improvement will be explained in the comment section.

	Meets Professional Expectations	Needs Improvement
1. Class Organization (time management and preparation)	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

	Meets Professional Expectations	Needs Improvement
2. Presentation (delivery of instruction)	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

	Meets Professional Expectations	Needs Improvement
3. Student/Partner Teacher Relationship (manner in which Partner Teacher relates to students in the classroom)	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

	Meets Professional Expectations	Needs Improvement
4. Professional Competence (knowledge of subject; ability to answer questions)	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	Meets Professional Expectations	Needs Improvement
5. Content (what is being taught)	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	Meets Professional Expectations	Needs Improvement
6. *Interaction (ensures active involvement of students)	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	Meets Professional Expectations	Needs Improvement
7. *Active Learning (Labs, PE activities, Group Activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

*Note if not applicable

SUMMARY AND/OR RECOMMENDATION:

HS Partner Teacher: _____ **Date:** _____

Faculty Mentor: _____ **Date:** _____

2016-2017 Final Visit Report

High School: _____ **Semester:** _____

Course: _____ **Visit Date:** _____

HS Partner Teacher: _____

Suggested Discussion Points:

- Grade distributions
- Effectiveness of activities, projects, and assessments
- Verify Partner Teacher has entered data into eLumen for ARCC Assessment Program
- Recommend readings and additional material in the field to increase subject matter expertise
- Remind High School Partner Teacher that grades are due no later than 4 days after the last day of class, no exceptions.

Discussion Summary/Suggestions:

HS Partner Teacher: _____ **Date:** _____

Faculty Mentor: _____ **Date:** _____

Completion of Mentor Responsibilities

Faculty Mentor: _____

HS Partner Teacher: _____

Course Name: _____ Course Dates: _____

Mentor Responsibilities:

- ❑ Meet with High School Partner Teacher.
- ❑ Submit the following to D2L Brightspace Dropbox **by week 2** of the course:
 - A completed Preliminary Visit Report Form
 - High School class syllabus
 - Confirmation of start and end dates of the course
- ❑ Conduct **one in-class observation** for courses previously taught by High School Partner Teacher:
 - Complete and submit a **1st Visit Observation Report** within 2 weeks of this visit to D2L Brightspace Dropbox, High School Partner Teacher, and high school principal.
 - Collect an assessment (test, project, quiz, etc.) from the High School Partner Teacher to pair side-by-side with an on-campus assessment from your course. Submit both copies to D2L Brightspace Dropbox.
 - Remind the High School Partner Teacher that the SIR survey must be administered and returned to ARCC before the end of the course.
- ❑ For Course **NOT PREVIOUSLY TAUGHT** by High School Partner Teacher:
 - Complete and submit a **2nd Visit Observation Report** within 2 weeks of this visit to D2L Brightspace Dropbox, High School Partner Teacher, and high school principal.
 - Collect an assessment (test, project, quiz, etc.) from the High School Partner Teacher to pair side-by-side with an on-campus assessment from your course. Submit both copies to D2L Brightspace Dropbox.
 - Remind the High School Partner Teacher that the SIR survey must be administered and returned to ARCC before the end of the course.
- ❑ Conduct a **Final Visit** with the High School Partner Teacher after completion of the course (this meeting can happen by phone, in person, or through email). Suggested discussion points include:
 - Grade distributions
 - Effectiveness of activities, projects, and assessments
 - Readings and recommended additional material in the field to increase subject matter expertise
- ❑ Complete and submit the **Final Visit Report** to D2L Brightspace Dropbox within 2 weeks of the final visit.
- ❑ **Electronically enter Final Grades** for the CEP course within 4 days of the CEP class ending.
 - Submit a copy of Final Grades to D2L Brightspace Dropbox
- ❑ Complete and submit Completion of Mentor Responsibilities on D2L-Brightspace.

Appendix 4

2016-2017 Partner Teacher Syllabus Checklist

For the purpose of consistency and clarity for students, all syllabi should include basic information necessary to enable students to understand what the course entails, what the instructor's policies are regarding grading, attendance, assignment deadlines, etc.

Our goal is that students, no matter what course they take at Anoka-Ramsey Community College, have the clearest possible idea of what the course involves, as well as where to look to discover key information about the instructor's office hours, course objectives, how many credits the course is worth, and so forth. The following checklist and samples are designed to be a helpful guide for creating a syllabus that includes all the standard components necessary to accomplish this goal.

Information about the Instructor

- Name
- Phone number(s) including Area Code
- E-mail address
- Office hours and other times and methods students may use to contact you
- Office location

Course Information

- Heading: Anoka-Ramsey Community College and either Cambridge or Coon Rapids Campus
- Course Number, Section, Title, Location, Credit Hours, Semester, Year
- Required teaching material(s) – Title, Author, Edition, Source
- Recommended materials (not required)
- Catalog description
- Learner outcomes
- Relevant Minnesota Transfer Curriculum Goals and Competencies
- Recommended entry skills/knowledge
- Outline of the specific content areas

Schedule Information

- Specify dates for major activities, such as start of class, holidays, last day to withdraw, last day of class, final exam, field trips, guest lecturers, special, ungraded assignments
- Graded assignment due dates, e.g., homework, quizzes, papers, projects
- Exam dates, listing content areas covered
 - If any dates are specified, include a disclaimer stating that the dates may change
- Pre-class readings and other non-graded assignments
- Information on labs, field trips, guest lecturers, etc.

Grading Information

- Course requirements (exams, quizzes, projects, papers) and the proportion each counts towards the final grade
- Discuss the content and format of each requirement, including examinations, unless you provide other instructions
- If class participation is factored in, please explain how you will evaluate it
- Indicate how the final grade is calculated
- Grading scale and standards (no extra credit is allowed)
- Specific methods for assessing student learning

Additional Comments

- Policies regarding late work and make-up exams
- Statement regarding academic integrity (plagiarism and cheating)
- Attendance policy
- Withdrawal policy
- Important dates
- Unique class procedures/structures such as cooperative learning, class journals, panel presentations, case study method, etc.
- Tone of the syllabus (Does it encourage interaction between the student and faculty member?)
- Statement regarding Access Services
- Statement regarding services available through the Academic Support Center
- Religious Observance Policy
- Statement regarding use of student email accounts to communicate

Partner Teacher Sample Syllabus

Anoka-Ramsey Community College

Cambridge Campus OR Coon Rapids Campus
Term and Year

Course: ENGL 1121: College Writing and Critical Reading **Credit Hours:** 4
Time and Location: Mondays, 6:30 - 10:00 pm, H 121 **Office Phone:** 433-1623 **FAX:** 433-1271
Instructor: Pat Participle **Home Phone:** (optional) **Email Address:** pat.participle@anokaramsey.edu
Office: H 128
Office Hours: Monday 1:00-2:30 and Thursday 1:00-2:30 *and by appointment

Required Text: Wordy, W. Writing in a Nutshell. San Francisco: Jossey-Bass, 1996.

Course Description: *List prerequisites if required. Prerequisite: Grade of C or better in ENGL 0950 or achievement of recommended score on Accuplacer English Placement Test. Use the catalog description – add to it if you wish to clarify what will be covered.*

Course Objectives: *Objectives will depend to some extent on the instructor, but they should include the learner outcomes found on the common course outline; assignments and tests should be related to these objectives, i.e. assessments should help you determine whether or not students have achieved the course objectives.*

By the end of the course, students should be able to:

- ◆ identify the steps in the writing process
- ◆ use the writing process to plan, organize, and develop a coherent persuasive essay

Course Policies: *It is recommended that you have stated policies governing attendance, plagiarized work, missed exams/classes, late work, class participation, extra credit, incomplete grades, and any other policy information you feel is important. For example, you might want to emphasize to students the importance of contacting you immediately if they are having problems. It is also recommended that you include pertinent student information (withdrawal dates, dropping procedure, transfer information, etc.).*

Grading: *This section should clearly tell students what their final grade will be based on and how it will be calculated. In general, you should include a grading scale, what percent of the final grade each assignment or test is worth, total points possible, etc.*

Tracking Performance: *Include a statement encouraging students to track their own performance; For example, Please save all returned, graded projects and assignments in order to effectively keep track of your ongoing performance in the class.*

Schedule of Classes and Assignments: *(A good daily schedule does more than just list what chapters will be covered. Students should have an idea of what topics will be covered and what activities will take place).* The following is a tentative schedule of daily class content, assignments, and exams. Any changes to this schedule will be announced in class. Students are responsible for keeping track of any changes.

Example:

August 24: Introduction to the course; discussion of syllabus; policies and procedures; discussion of what constitutes good writing; comparison of “good” and “bad” writing; in-class writing.

August 31: Read Word, pp 1-25; revision of previous in-class writing; discussion of what constitutes a good topic sentence; small group development of topic sentences; in-class writing.

Accommodations for Students with Special Needs (*A statement directing students who think they have special needs to the Director of Access Services is recommended*). For example, Anoka-Ramsey Community College does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age or disability in employment or in the provision of our services. Within the first week of class, students with special needs that require accommodations should contact the Director of Access Services at Linnea.Janas@anokaramsey.edu or by phone at 763-433-1903 to discuss possible support services.