



ANOKA-RAMSEY
COMMUNITY COLLEGE

CAMBRIDGE • COON RAPIDS

2016-2017

Anoka-Ramsey Community College

Concurrent Enrollment Program

High School Partner Teacher Manual

Fall 2016

Greetings High School Partner Teachers,

Welcome to Anoka-Ramsey Community College's (ARCC) Concurrent Enrollment Program. As a High School Partner Teacher for our Concurrent Enrollment Program, you are an integral member of the ARCC community.

The 2016-2017 High School Partner Teacher Manual contains information pertinent to Anoka-Ramsey Community College's Concurrent Enrollment Program. In this manual, you will find an introduction to ARCC's Concurrent Enrollment Program, information about the roles and responsibilities of High School Partner Teachers, and pertinent policies, procedures, and practices of our Concurrent Enrollment Program.

Student teachers and long-term substitutes are not approved or allowed to teach Concurrent Enrollment Program courses. Only approved High School Partner Teachers are to teach and instruct these courses. High School Partner Teachers must teach a course that contains all Learner Outcomes and Major Areas of Course Content present on the Common Course Outline (CCO). Using a student teacher and/or a long-term substitute jeopardizes the ability of Concurrent Enrollment students to get a college-level educational experience and Anoka-Ramsey Community College credit.

Recently, the Higher Learning Commission (HLC), the accrediting body for Anoka-Ramsey Community College and all accredited post-secondary institutions in Minnesota, has implemented a number of policies. Many of these policies impact Concurrent Enrollment. The most important and impactful of these policies is the mandated requirement that all Faculty (full-time, part-time, and Concurrent Enrollment) meet specified credentialing requirements by September 1, 2017. By September 1, 2017 all faculty are required to have either a discipline-specific Master's Degree in the subject area in which they teach or a Master's Degree plus 18 discipline-specific graduate-level credits in the subject area in which they teach. This is a change from 16 credits to 18 credits. This mandate does not allow for a grandfathering provision or the use of Professional Development Plans, both of which Anoka-Ramsey Community College was allowed to use in the past. Anoka-Ramsey Community College's Concurrent Enrollment Program is working with MnSCU, our State Universities, Minnesota Department of Education, and each of our Partner High Schools to determine how each High School Partner Teacher will meet this requirement by the September 1, 2017 implementation date. As the Higher Learning Commission issues new updates, program guidelines, and interpretations, I will forward them on to our Partner High Schools.

Along with this Manual, you are encouraged to review the Faculty Handbook. The Faculty Handbook will be sent to your email address as a High School Partner Teacher. High School Partner Teachers must also adhere to Anoka-Ramsey Community College's Employee Code of Conduct, thus I encourage you to review this document here: <http://www.mnscu.edu/board/procedure/1c0p1.html>.

I look forward to working with you as you expand the educational opportunities available to your students. Do not hesitate to contact me at any time to ask questions or share concerns. My email address is Shannon.Kirkeide@anokaramsey.edu and my phone number is 763-433-1897.

I wish you and your students the best of luck this academic year.

Sincerely,

A handwritten signature in cursive script that reads "Shannon Kirkeide". The signature is written in black ink and is positioned below the word "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 14 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 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.

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/>

Course Registration Information

Students who wish to participate in ARCC's Concurrent Enrollment Program register for their classes through their normal high school registration processes. High School Counselors and Concurrent Enrollment Program staff work together to determine eligibility and make sure students are registered at both the high school and College. Partner High Schools are required to submit, for every student registered to take a Concurrent Enrollment Program course, a Concurrent Enrollment Program Student Information Form. This form serves as a way to verify that students enrolling in Concurrent Enrollment Program courses meet all eligibility requirements.

During the registration process, high school counselors and Concurrent Enrollment Program staff determine whether or not the class rank requirement is met, all Accuplacer assessment scores are high enough, and all course prerequisites have been met. Some ARCC Concurrent Enrollment Program courses have prerequisites. If course prerequisites are not met, students will not be able to enroll. High school counselors and Concurrent Enrollment Program staff can answer any specific questions about registration and/or class prerequisites. Course prerequisite information is also located on the Common Course Outline and in the Academic Catalog.

After indicating interest in taking Concurrent Enrollment Program courses at their high school and registering for these classes through their normal high school registration process, students are required to apply online to Anoka-Ramsey Community College. Along with completing the online application process for Anoka-Ramsey Community College, students must also take the Accuplacer Assessment. Concurrent Enrollment Program staff visit high schools in the early part of each Spring Semester to administer the Accuplacer Assessment. High School counselors have these dates well in advance and work with students to arrange their schedules to accommodate a morning or afternoon of testing. If students wish to take the Accuplacer Assessment a second time, they must pay a re-test fee and test on either the Cambridge or Coon Rapids campus.

Adding, Dropping or Withdrawing from a Class

Students may **add a course** through the fifth business day of the term or before the course starts, whichever is later.

Students are allowed to **drop any course** through the fifth business day of the term. Dropped courses do not appear on a transcript and do not impact academic standing.

Students are allowed to **withdraw from a course** through approximately 80% of the term. Withdrawal courses appear on a transcript as a "W" and have a direct impact on academic standing.

All students who Withdraw, and receive a "W" from a course, must be given a Last Date of Attendance.

For more information on the Add, Drop, Withdraw policy and the Last Date of Attendance, please review pages 10-14 of the Faculty Handbook.

Please consult High School Guidance Counselors, Deans, and/or Student Services personnel for high school specific procedures and reporting practices.

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.⁴ 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.

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.

⁴ 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."

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.⁵ 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.⁶

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
- 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

⁵ Please see Appendix 2 for the High School Partner Teacher Application.

⁶ Please visit <http://www.mnscu.edu/board/procedure/305p1.html> for ARCC and MnSCU Policies and Procedures related to ARCC faculty and High School Partner Teacher credentialing information.

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 also 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 26 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.

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 Form 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.

Communication with Anoka-Ramsey Community College

It is the expectation that High School Partner Teachers remain vigilant and timely in their communication with their Faculty Mentor, the Director of Program Development, who oversees the Concurrent Enrollment Program, and Anoka-Ramsey Community College Concurrent Enrollment Program Staff. Timely responses to emails, requests for class lists, and any other correspondence are an expectation that must be met. Communication between High School Partner Teachers and representatives from Anoka-Ramsey Community College will likely take place primarily through email. Timely replies are essential when Faculty Mentors are requesting information and/or attempting to set-up classroom observations. Your cooperation in remaining vigilant and timely in your communication with Anoka-Ramsey Community College representatives, especially Faculty Mentors, is greatly appreciated and expected.

⁷ Please see Appendix 3 for the Classroom Observation Form.

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.

Course Assessment

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. Assessment is the process of evaluation that gauges the level of student learning within a particular discipline and provides data used to improve the classroom experience.

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 your course.

High School Partner Teachers are also expected to administer the Student Instructional Report II, or SIR II, to their classes. This tool assesses courses and instruction. Anoka-Ramsey Community College will mail this paper-based assessment tool to your school for administration. All instructions and a pre-paid return envelope are included in the package. Please be diligent in your administration and return of this assessment.

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 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.sss

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> to access the Employee Code of Conduct.

Anoka-Ramsey Community College Policies and Procedures

Students taking Concurrent Enrollment Program courses at their high school are considered Anoka-Ramsey Community College students. Concurrent Enrollment Program students have the same level of access to learning resources and are beholden to the same rules, policies, and procedures as all other students. Thus, they are expected to follow all rules, policies, and procedures that pertain to Anoka-Ramsey Community College students. As teachers of Anoka-Ramsey Community College students through our Concurrent Enrollment Program, it is imperative that High School Partner Teachers are aware of all rules, policies, and procedures that pertain to Anoka-Ramsey Community College students.

A full listing of the most current and complete official policies and procedures, is available at <http://www.anokaramsey.edu/about-us/policies-disclosures/policies-procedures/>

Included below are a number of very important policies and procedures that require special attention and deserve a thorough review.

Code of Conduct

Every student at Anoka-Ramsey is expected to conduct himself or herself in accordance with *MnSCU Board Policy 3.6* and generally accepted norms of conduct to preserve Anoka-Ramsey's safe and supportive learning environment. Anoka-Ramsey has the right to take action to support and protect the safety and well-being of the college community. Faculty has the responsibility to manage the classroom environment.

Students are prohibited from: academic dishonesty such as cheating and plagiarism*, possessing alcoholic beverages and illegal substances on college controlled property, college policy infraction, complicity to violate any college conduct code policy, computer misuse, discrimination or harassment, disruptive activity, facilities

misuse, furnishing false information, gambling, hazing, health, safety or security endangerment, obstruction of college operations, smoking and tobacco regulations, solicitation without authorization, theft of or damage to property, violence or threatening behavior and possessing weapons.

Visit <http://www.anokaramsey.edu/about-us/policies-disclosures/policies-procedures/policy-3f1-student-conduct-code/> to review the entire *Student Code of Conduct*.

***Important Note: Plagiarism is serious.** Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement, or the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If you are in doubt about plagiarism, ask your faculty member or other academic professional.

Student Resources

As stated above, all Concurrent Enrollment Program students have the same level of access to learning resources as students taking classes on our campuses. Below is a thorough list of learning resources available to students. For a complete listing of student resources and schedules for these resources and services, please visit: <http://www.anokaramsey.edu/resources/>.

Academic Advising

Academic Advising is a great place to start for course registration and a path to your higher education goals. An academic advisor can help you with:

- Understanding Placement and Assessment Tests
- Choosing Classes
- Choosing a Program or Degree
- Transferring Credits

Academic Departments

Academic department webpages serve as a great resource to learn more about classes and majors.

Visit <http://www.anokaramsey.edu/academics/> to link to the academic department Web pages: Anthropology, Art, Biomedical Technology, Biology, BMED, Business, Chemistry, Communication Studies, Computer & Information Sciences, Computer Networking, Economics, Engineering, English, Geography, Math, Music, Natural Science, Nursing, Philosophy and Humanities, Physical Therapist Assistant (PTA), Political Science, Psychology, Sociology, Theatre, Wellness, and World Languages.

Academic Support

Academic Support Centers

The Academic Support Center (ASC) provides free, drop-in peer tutoring in a variety of subject areas. The ASC supports an on-site computer lab, a collection of hand-outs on study-skills and writing tips, and study-group information. The ASC also provides online, after-hours and weekend tutoring, as well as tutoring support for online courses.

Math Skills & Advising Center

The Math Skills and Advising Center at the Coon Rapids Campus (Room L122) is available to help students brush up on their math skills, improve their test scores, and get the assistance they need to succeed in college.

Writing Services

Writing tutors can help you with writing in any subject area and at any stage in the writing process, from brainstorming to a final draft. The goal is to make you a better writer overall, not to “fix” an individual piece of writing. Tutoring services are not only for students struggling with writing. Students at any level can benefit from talking with a trained writing tutor.

Testing Services

The Testing Centers at the Cambridge Campus and the Coon Rapids Campus serve students by providing The College Board Placement Test (Accuplacer) for appropriate course placement, as well as alternative and make-up testing. Visit <http://www.anokaramsey.edu/resources/testing-services/> for more details.

Grades

Anoka-Ramsey grading system:

A: Superior Achievement – 4 grade points per credit

B: Above Average Achievement – 3 grade points per credit

C: Average Achievement – 2 grade points per credit

D: Below Average Achievement – 1 grade point per credit

F: Inadequate Achievement – 0 grade points per credit (1000-level courses or above)

NC: No Credit – Inadequate achievement (courses below 1000-level and CBE courses)

P: Passing – average work (“C”) or above and suitable for transfer (arranged with instructor)

AU: Audit – student registers, pays and attends, but receives no credit (initiated/declared at registration)

EX: Exchange – Credits prior to spring 2007 at another college under a consortium arrangement are not included in GPA calculation

I: Incomplete – temporary grade based on written agreement between student and instructor

W: Withdrawal – Student initiated by deadlines in course schedule

Z: Class(es) currently in progress

Grade Point Average (GPA)

Grade Point Average (GPA) is the grade point total divided by the grade point credits. Only letter grades (A, B, C, D and F) are used to determine your GPA.

Grade point total is the sum of grade points earned as determined by multiplying the grade point value of the grade by the number of course credits.

Grade Reports

Your grade report is accessible online using your StarID. Reports are not mailed except through arrangements with Records Office.

Visit <http://www.anokaramsey.edu/academics/grades/> for detailed information about grades.

Repeating Courses

Students may repeat a course to pursue a higher grade or to review course material. All grades remain on the transcript. Only the most recent grade of a course is used to compute GPA.

Specific information about grades, grading, and grade point average can be found in the Faculty Handbook on pages 11-16.

Transfers

Anoka-Ramsey and other public colleges and universities in the Minnesota State Colleges and Universities system (MnSCU) work to make transfer easier.

Transfer agreements have been formalized with several institutions to simplify transfer procedures for students and ensure transfer of credits from Anoka-Ramsey to other colleges or universities.

Services for Transfer

- Academic advisors
- Intersystem Agreement: Minnesota Transfer Curriculum (MnTC)
- Early (joint, deferred) guaranteed admission to a university
- Course listings required for specific majors, such as Engineering, Nursing or Business
- Visit www.transferology.org for transfer information about Minnesota State Colleges and Universities (MnSCU)
- Degree Audit Report System (Anoka-Ramsey students) or the Web-based u.select (any internet user) offer free, personalized transfer evaluation tools
- Petition process for unusual circumstances

Transfer From Anoka-Ramsey to Another College/University

Anoka-Ramsey offers appropriate coursework for the core requirements of most bachelor degree programs. Students are encouraged to:

- Meet with an academic advisor to discuss transfer options and review the transfer guide for your intended school or major. Transfer guides are available at Educational Services.
- Complete the Associate in Arts degree that includes Minnesota Transfer Curriculum (MnTC).
- Consider one of the advanced degrees offered at Anoka-Ramsey campuses.

Residency Requirement

To earn a degree from Anoka-Ramsey, at least 20 semester credits must be earned at Anoka-Ramsey. Students transferring at least eight semester credits from another MnSCU college or the University of Minnesota may reduce the residency requirement from 20 to 12 credits.

Grades/Grade Point Average (GPA)

All college courses in which a student has received a grade of A, B, C, D or P will be considered for transfer evaluation.

Academic advisors at both campuses help transfer students understand degree requirements and interpret Degree Audit Record System (DARS) and u.select information, provide unofficial, limited interpretations of transfer credits and offer assistance with academic petitions.

Visit <http://www.anokaramsey.edu/resources/transfer/> for detailed transfer information.

Course Syllabus

Faculty provide students with a course syllabus during the first week of class. The syllabus contains course requirements, attendance/participation policies, grading procedures, faculty contact information and office hours, and the required and/or recommended text and materials. Students should retain all course syllabi in your personal college records for easy reference.

Dean's List

The Dean's List is published each semester to recognize students who carry 12 or more credits and attain a 3.5 term grade point average (GPA).

Enrollment Classifications

- Full-time = 12 or more enrolled credits
- Part-time = 11 or fewer enrolled credits
- Freshman = 29 or fewer earned credits
- Sophomore = 30 or more earned credits

Exceptions & Petitions

If you have unusual circumstances:

- And want an exception to an academic rule or regulation, submit an *Academic Standards Petition* for review.

- And want an exception to an admission, registration or other student service rule or regulation, submit an *Exception to Policy Petition* for review.

Prerequisites/Co-requisites

A prerequisite is a placement test score, specified course or other requirement, which must be successfully (a grade of “C” or better) met or completed prior to enrolling in the listed course.

It is your responsibility to ensure that prerequisites are satisfied. Failure to meet a prerequisite does not justify a refund.

A co-requisite is a course required to be taken the same term as the listed course.

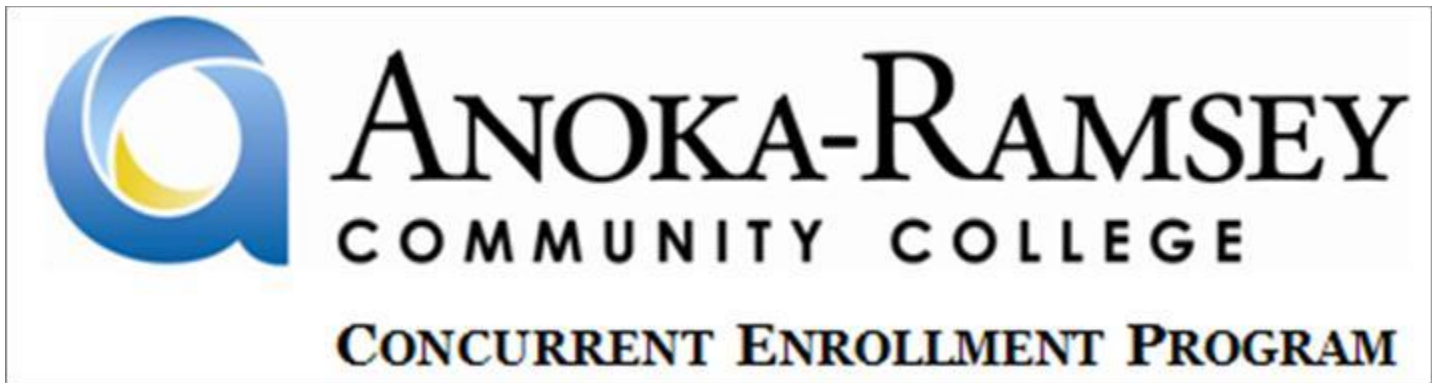
For More Information:

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 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: 763-433-1967
Fax: 763-433-1521
Email: Abbie.Huttenburg@anokaramsey.edu

Appendix 3

High School Partner Teacher Observation Report

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:		

3. Student/Partner Teacher Relationship (manner in which Partner Teacher relates to students in the classroom)

Meets
Professional
Expectations

Needs
Improvement

Comments:

4. Professional Competence (knowledge of subject; ability to answer questions)

Meets
Professional
Expectations

Needs
Improvement

Comments:

5. Content (what is being taught)

Meets
Professional
Expectations

Needs
Improvement

Comments:

6. *Interaction (ensures active involvement of students)

Meets
Professional
Expectations

Needs
Improvement

Comments:

7. *Active Learning (Labs, PE activities, Group Activities, etc.)

Meets
Professional
Expectations

Needs
Improvement

Comments:

*Note if not applicable

SUMMARY AND/OR RECOMMENDATION:

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

Faculty Mentor: _____ **Date:** _____

CLARIFICATION OF ITEMS 1-7

NOTE TO FACULTY MENTOR: The following items are not inclusive, but are intended to cue the evaluator to observable behavior as well as to assist in the evaluation of faculty.

CLASS ORGANIZATION

- Begins class on time
- Previews lecture/discussion content
- States goals/objectives clearly
- Reviews prior class material
- Does not digress often from main topic
- Summarizes at various points
- Appears well-prepared for class
- Uses headings and subheadings
- Offers transitions

PRESENTATION

- Uses instructional supports (slides, films, diagrams, maps, etc.)
- Responds to changes in student attentiveness
- Moves around classroom
- Black/White board writing is large and legible
- Speaks audibly and clearly
- Communicates a sense of enthusiasm and excitement
- Use of humor is positive and appropriate
- Presentation style facilitates note taking
- Establishes and maintains eye contact
- Talks to the class, not the board or windows

STUDENT/FACULTY RELATIONSHIP

- Praises students when appropriate
- Requires student thought and participation
- Responds constructively to student opinions
- Knows and uses student names
- Is sensitive to students' lack of knowledge or understanding

- Responds to students as individuals
- Treats class members equitably
- Listens carefully to student comments and questions
- Tailors the course to help many kinds of students
- Recognizes when students do not understand
- Encourages mutual respect between students

PROFESSIONAL COMPETENCE

- Responds confidentially to student inquiries for additional information
- Speaks about course content with confidence and authority
- Is able to admit error and/or insufficient knowledge
- Accepts constructive criticisms

CONTENT

- Includes illustrations
- Provides relevant examples
- Integrates text material
- Relates course content to what has gone before and will come after
- Makes course content relevant with references to “real world” applications
- Presents views other than own
- Show relationships among various topics and facts/theory
- Explain difficult terms, concepts or problems in more than one way
- Provides background information
- Presents pertinent facts and concepts from related fields
- Presents up-to-date developments in the field
- Relates assignments to course content
- Carefully explains assignments

INTERACTION

- Responds to distractions effectively yet constructively
- Encourages student questions, involvement, and debate
- Answers student questions clearly and directly
- Uses rhetorical questions to gain student attention
- Gives students enough time to respond to questions
- Refrains from answering own questions
- Responds to wrong answers constructively
- Encourages students to respond to each other’s questions
- Encourages students to answer difficult questions by providing cue and encouragement
- Allows relevant student discussion to proceed uninterrupted
- Presents challenging questions to stimulate discussion
- Respects diverse points of view

ACTIVE LEARNING (Labs, PE activities, group activities, etc.)

- Clearly explains directions, procedures, and goals
- Has necessary materials and equipment
- Allows opportunity for individual expression

Provides practice time
Gives prompt attention to individual problems
Provides constructive feedback
Practices careful safety supervision
Allows sufficient time
Provides demonstrations
Demonstrations are clearly visible to all students
If the discovery method is employed, schedules time for discussion of results
Required skills appear consistent with student abilities
Provides opportunities for dialogue about the activity with peers and/or the instructor

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
- 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.