CONCURRENT ENROLLMENT PROGRAM

STAFF HANDBOOK

High School Instructors
Faculty Liaisons
Program Staff
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Welcome!

Welcome to Anoka Technical College’s Concurrent Enrollment Program (CEP)! You are an integral part of our learning community, and we are excited for you to join our CEP and look forward to a strong partnership that is mutually beneficial.

The Concurrent Enrollment Program Staff Handbook serves as a guide for all CE instructors, high school staff, faculty liaisons, and college staff to ensure all parties know the roles and responsibilities expected of them. Anoka Tech processes must adhere to the policies and procedures set forth by the Minnesota State Colleges and Universities (Minnesota State), Minnesota legislation, and the National Alliance for Concurrent Enrollment Partnerships (NACEP). Therefore, Anoka Tech’s partner high schools must abide by these policies as well. Anoka Technical College expects the requirements set forth in this handbook be followed in order to remain in compliance. Along with this handbook, you are encouraged to review the other resources that are available to you.

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

Please visit the Concurrent Enrollment website for more information:
http://www.anokatech.edu/en/BecomeStudent/Admissions/Concurrent-Enrollment

Anoka Technical College Overview

Anoka Technical College is located in the City of Anoka, which is in the northern suburbs of Minneapolis and St. Paul, Minnesota. It originated as Anoka Technical Education Center, part of the Anoka-Hennepin Independent School District, in 1966, and was granted initial accreditation by the Higher Learning Commission in 1999. Anoka Technical College is one of the 37 colleges and universities governed by the 15-member board of the Minnesota State Colleges and Universities System. Anoka Tech is authorized to offer certificates, diplomas, and associate of applied science degrees designed to lead immediately to rewarding, in-demand careers. The college offers more than 35 career programs, and is currently accredited by the Higher Learning Commission of the North Central Association.

In FY 2017, ATC had an unduplicated credit student headcount of 2,687, with a female to male ratio of 60:40. Its largest programs are Practical Nursing, Information Technology, Welding, and Medical Assistant. The college also offers noncredit workforce development training and Adult Basic Education programming. Anoka Technical College has been aligned with nearby Anoka-Ramsey Community College since 2011. Together, the institutions serve more than 16,000 learners – the largest community and technical college entity in Minnesota. The two institutions have separate missions, accreditation, faculty, academic affairs staff, and student affairs staff, but share several aligned positions, including the President.

MISSION: Provide innovative career and technical education to help our students and communities live and learn well.

VISION: A vital student-and community-focused institution, providing the finest career and technical education in Minnesota.

OUR VALUES: Learning, Respect, Openness, Diversity, Innovation, Excellence, Integrity

STRATEGIC PLAN GOALS
Goal 1. Commit to Student Success
Goal 2. Promote Academic Excellence
Goal 3. Foster a Vibrant, Sustainable Organization
Goal 4. Establish a Strong Identity and Reputation for Excellence
Goal 5. Strengthen and Extend Meaningful Partnerships
**Program Overview**

The college has embraced the concept that Concurrent Enrollment is an integral component of responding to the educational needs of its communities. Faculty are dedicated to the premise that quality and rigor of Concurrent Enrollment offerings will be equivalent to on-campus courses, and that high school students will obtain a true collegiate experience. The Concurrent Enrollment Program has been identified as a critical component of Anoka Tech’s Strategic Plan Goal 5, which is to Strengthen and Extend Meaningful Partnerships, to cultivate relevant, integrated pathways with educational, business/industry, and public sector partners to assist students in achieving their goals. In 2002, Anoka Technical College begun its unique and collaborative partnership with the Anoka-Hennepin Independent School District (ISD #11) Secondary Technical Education Program (STEP), and since then the college has been offering concurrent enrollment opportunities for students in career and technical education programs within the co-located high school CTE site. The college looks forward to continue in expanding new high school partnerships, and sustaining the strong partnerships already in place.

Together, the Anoka Tech Dean of Academic Affairs, the Dean of Student Affairs, and the Director of Partnerships structure and organize the Concurrent Enrollment Program in conjunction with faculty leadership. They frequently communicate with college faculty, high school instructors, counselors, principals, and other administration regarding CEP information, general issues and future planning. Concurrent Enrollment operations also rely on support and collaboration from multiple departments at the college. Enrollment Services, Academic Affairs support staff, Testing Center, Records Office, and the Business Office each contribute to the operations of the program. In addition, the Concurrent Enrollment program is guided by a state mandated advisory committee.

Faculty Liaisons are responsible for communicating frequently with the high school instructors, performing site visits, sharing relevant curriculum, monitoring syllabi creation and submission, ensuring at least one paired assessment for each course, providing discipline-specific professional development opportunities on an annual basis, and maintaining open and consistent communication with the Director of Partnerships and other CEP staff/administration.

**Student Program Eligibility**

To participate in Anoka Technical College’s CEP, students must meet a number of eligibility requirements. Students must meet requirements established by Minnesota State Colleges and Universities Board Policy 3.5 and Procedure 3.5.1.2

**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.

-OR-

**Juniors and Seniors** – Have a cumulative GPA of 2.5 or above

**Juniors and Seniors** - Indicate college readiness by achieving college level Accuplacer scores in the area of Reading.

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

- Request approval for an exception from the president of the college or university to allow 9th and 10th grade students who rank in the upper one-tenth of their class or attain a score at or above the 90th percentile on a nationally standardized, norm-referenced test, or have a cumulative GPA of 3.0 or higher.
10th Graders: Students in 10th grade may enroll in Career Technical courses if they meet the criterion: has attained a passing score on the 8th grade Minnesota Comprehensive Assessment in Reading (or other agreed upon test score) or can provide other documentation of student’s readiness and ability to perform college-level work as determined by Anoka Technical College, which is a 3.0 GPA or higher. Upon successful completion of that course (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.

CE Admission Appeal Process: A student may appeal the eligibility criteria by demonstrating an ability to benefit. The appeal process would require that the student writes a two-page essay, and submit the essay with any attached documentation (test scores, letter of recommendation, etc.) to the Director of Partnerships for review. Appeals are graded on a standardized CEP admissions rubric.

Student Registration

Course or Program Prerequisites
In addition to the above mentioned Student Program Eligibility standards, some courses may require an assessment of course or program placement to determine eligibility to enroll. Course prerequisites vary by course and/or program. The ACCUPLACER currently serves as the exam used by Minnesota State institutions for course placement and Minnesota State Colleges and Universities policy 3.3 and procedure 3.3.1 determine cut scores for college level placement.

Any course prerequisites that require a placement score require a student to either:
  a) Take the ACCUPLACER – OR –
  b) Submit standardized test scores (ACT or SAT) confirming college-level abilities in Reading and/or Math

Anoka Tech CEP Course Registration
Course registration is coordinated with the high school staff. Course placement audit information is reviewed on an ongoing basis among the planning participants. The typical admission and registration process includes:

Step 1: High school staff and ATC Director of Partnerships review course eligibility and verify if students meet criteria. Director of Partnerships receives class lists, high school transcripts, and other eligibility documentation. High school staff and Director of Partnerships coordinate any admissions appeal essays, and the college makes decisions on appeals.
Step 2: Student fills out an online Anoka Technical College application.
Step 3: The Director of Partnerships (or another college representative) visits the high school classroom to assist with student registration and to provide an overview of program expectations, policies, and procedures.

Adding, Dropping or Withdrawing from a Class
All Anoka Technical College Concurrent Enrollment students must comply with the college’s policy on adding, dropping, and withdrawing from courses.

Students may **ADD** a course through the 5th business day of the term.
Students may **DROP** a course through the 5th business day of the term.
Students may **WITHDRAW** from a course up to the 80th percentile of the term.

Students will have these deadlines listed on their class schedule in their e-Services account with the college. Students are required to see their high school counselor to officially withdraw from the course, but can also see the Director of Partnerships for assistance. Withdrawals will appear as a “W” on the transcript and have a direct impact on academic standing related to completion rate, but do not impact GPA.
Anoka Tech Course Requirements

Class size: requirements vary by the course and by department. College department faculty will communicate this to high school partners.

Enrollment Exceptions: For the high school to enroll students in the CE course who are not enrolled through the college (i.e. mixed classes), requires permission by the college president (per Minn State procedure 3.5.1, Part 4, Subpart H, 2.). Contact the Director of Partnerships to discuss the exception. If this exception is granted: A majority (51%) of students enrolled in the course must be concurrently enrolled with Anoka Tech. The high school instructor must ensure the concurrently enrolled students receive a college-level experience in the classroom.

Course content: By design, courses offered in the high school must contain all learning outcomes and major content found on the common course outline.

Textbooks: Appropriate textbook or reading materials should be ordered/used in consultation with the faculty liaison and the high school instructor. The cost of the textbooks is the responsibility of the partner high school. Supplemental materials may suffice for a textbook with approval from the faculty liaison.

Lab Space/Equipment: Prior to offering a concurrent enrollment course, the faculty liaison will complete a high school visit to tour and inspect lab space and equipment, in order to approve space/equipment and potentially recommend any upgrades necessary for the successful rigor of the college curriculum.

Grading Policy: In accordance with the National Alliance for Concurrent Enrollment Partnerships (NACEP) concurrent enrollment courses will meet the same grading policy as Anoka Tech’s on-campus courses.

High School CE Instructor Review Process

CEP Instructor Eligibility Criteria
In order to teach in the Concurrent Enrollment Program, a high school instructor must complete an application and be approved by the college. CEP instructors must meet the college minimum credentials for faculty members. Credentials needed to teach courses in the Minnesota State system are determined at the system level. All high school instructors teaching CE courses with Anoka Tech must meet the credentials for their field by 2022, as identified by the Higher Learning Commission (HLC).

- Liberal Arts or General Education high school instructors must possess a Master’s degree in field (Math, English, Sociology, etc.) OR a Master’s degree in any field with 18 credits in the discipline of the course (Math, English, Sociology, etc.).
- Career and Technical Education instructors must meet the faculty credentials set forth by Minnesota State’s joint faculty credentialing board. These criteria include appropriate education requirement, occupational experience requirement, and work recency. Review each credential field individually.

MnSCU Board Policy 3.32 College Faculty Credentialing: [www.minnstate.edu/board/policy/332.html](http://www.minnstate.edu/board/policy/332.html)
Procedure 3.32.1 College Faculty Credentialing: [www.minnstate.edu/board/procedure/332p1.html](http://www.minnstate.edu/board/procedure/332p1.html)

Outline of College Review Process

- The Director of Partnerships collects all application materials from the high school instructor.
- Application Materials: Letter of intent, Application, Resume or CV, and College transcripts
- The application materials are reviewed by the CE Team, which includes the Dean of Academic Affairs, Faculty Liaison, Human Resources Office, and the Director of Partnerships.
- The CE Team decides whether the high school instructor meets MN State faculty credentialing requirements in
the field in which they are applying to teach.

- A letter outlining the decision is sent to the high school instructor, copying the high school administrator.

A more detailed outline of the application review process is included in Appendix A.

High School CE Instructor Roles & Responsibilities

Before start of Academic Year

High School Instructor Onboarding Process

- Obtain credentialing approval through the application and review process
- Participate in a New CE Instructor Orientation with the faculty liaison and the Director of Partnerships
- Discuss required annual discipline-specific professional development with faculty liaison for approval
- Submit syllabus and student assessment copies to faculty liaison for review
- Agree to site visits from the college faculty liaison and create a welcome environment for the visit
- Coordinate meetings and discussions with the faculty liaison, as needed
- Respond to communication from the college, as needed

Attendance is mandatory at a CEP Orientation or Re-Orientation Session prior to the course(s) starting, to:

- Receive the college common course outline
- Receive the college course syllabus
- Receive information on current, approved college text information and/or exam copies of the college text
- Obtain school calendars and contact information
- CE Instructors are expected to adhere to the MN State Employee Code of Conduct Procedure, found here: http://www.minnstate.edu/board/procedure/1c0p1.html
- Schedule date(s) of classroom site visit(s)
- Receive D2L training, obtain other technology set-up, and review of FERPA
- Ensure success for starting or continuing your CE teaching journey

Course outlines, syllabi, textbooks, etc. must be approved prior to the start of the class. The course syllabus must be reviewed by the faculty liaison and will be kept on file with the college. The faculty liaison will provide the CE instructor with example syllabi, course templates, suggested textbooks, etc. to make sure course content will be equivalent to that of the on-campus course.

A syllabus template and checklist is provided in Appendix B & C of this handbook.

Prior to & During Term

1) For New CE instructors:
   a. Attend a mandatory New CE Instructor Orientation and complete onboarding process.
   b. Create a syllabus in compliance with Anoka Tech policy and receive approval by the faculty liaison.
   c. A minimum of two site visits to the classroom must be completed by the faculty liaison (or another faculty member from the department) the first time the instructor teaches within the CEP. If the CEP instructor teaches multiple courses within the same discipline, then the faculty liaison will rotate which course is visited each term.

2) For Continuing/Veteran CE Instructors:
   a. One annual re-orientation meeting will need to be completed with the faculty liaison prior to the
academic year starting or prior to the course being offered.

b. Confer with the faculty liaison as needed each term by phone, e-mail, or in person to ensure course is maintaining rigor and standards.

c. At least one site visit to the classroom must be completed by the faculty liaison (or another faculty member from the department) each term the instructor teaches within the CEP. If the CEP instructor teaches multiple courses within the same discipline, then the faculty liaison will rotate which course is visited each term.

3) For both Continuing/Veteran AND New CE instructors
   a. At start of term, allow college staff to facilitate application and registration process with students during class time. Confirm class rosters with Director of Partnerships.
   b. Provide the college faculty liaison with documentation that ensures each CE course is equivalent in content and rigor to the same course offered on the college campus.
   c. Immediately notify the Director of Partnerships of any changes to your class list.
   d. All CE instructors must participate in at least one discipline-specific professional development opportunity per year. This professional development must be approved by your faculty liaison prior to attending. Please use the PD Approval and Description Form for approval and for providing your written Summary of Learning after the PD activity is completed.
   e. Discuss grading standards with faculty liaison at least annually. Participate in grade norming activities, and discussions with faculty on what constitutes A-level, B-level, and C-level work.
   f. Correspond and collaborate with your faculty liaison in a professional and timely manner.
   g. Provide all necessary documents or paperwork as requested by the Director and/or faculty liaison.

End of Term

1) For both Continuing/Veteran AND New CE instructors
   a. Strongly encourage and/or allow time in class for students to take the end-of-course student evaluations prior to the end of the term.
   b. Enter CE student grades into faculty e-Services or D2L immediately after the term ends for the faculty liaison to review and approve, no later than the 4th day after the last day of class.
   c. Ensure that the students’ grades are the same on the high school transcript as the college transcript.
   d. Provide feedback to the Director of Partnerships about their experience as a CE Instructor for continuous improvement.
   e. Follow up with faculty liaison regarding any course-specific issues or concerns, and address these prior to the next term starting.

High School CE Instructor Non-Compliance Policy

All Concurrent Enrollment high school instructors are expected to adhere to the guidelines set forth by Anoka Technical College and the National Alliance for Concurrent Enrollment Partnerships (NACEP). The guidelines set forth are to ensure a quality experience for students taking college courses within their high school. Anoka Technical College works to assure that the CE courses offered through the college are of comparable rigor and quality to those courses offered on-campus. When NACEP Standards and the roles and responsibilities set-forth within this handbook are not being adhered to, it compromises the integrity of the Concurrent Enrollment Program at Anoka Tech, and puts the college at risk of being denied NACEP Accreditation.

Non-Compliance Policy for Course Content
All Anoka Technical College CE instructors must adhere to the college common course outline, academic rigor, and assessment components as outlined by this handbook and at the faculty liaison’s instructions. Non-compliance occurs when an instructor does not adhere to the outlined expectations. If a faculty liaison has concerns regarding an Anoka Tech CE instructor’s adherence to the course content, academic rigor, and/or assessment components, the faculty
liaison must contact the Director of Partnerships. On a case-by-case basis, the issue will be addressed with involvement from the Dean of Academic Affairs, via in-person meetings with a goal of assisting the HS instructors to correct the concerns.

Process for Course Content Non-Compliance:
1) Faculty liaison documents concerns in writing and shares concerns with the high school instructor. The documented concern is then sent to the Director of Partnerships who collaborates with the Dean of Academic Affairs regarding the concern. If the issue is not resolved, the Director of Partnerships sends a copy to the high school instructor, and the principal with a request to hold a meeting to discuss the concern.
2) The Director coordinates a meeting with the Dean of Academic Affairs, the high school administrator, the faculty liaison, and high school instructor to discuss concerns and develop an action plan, if needed.
3) The faculty liaison connects with the high school instructor to set up another observation or meeting to determine if the concerns in the action plan have been addressed and resolved.
4) If the concerns are not resolved, a second consultation with the Dean of Academic Affairs, high school administrator, faculty liaison, and high school instructor, will occur and re-address the concerns and develop a second action plan.
5) If the second action plan is unsuccessful, the Director, the faculty liaison, and the Dean of Academic Affairs will meet to determine the ability of the high school instructor to teach in future terms. After thorough consultation and careful consideration, the group may decide that this individual CE instructor will lose his/her status as an approved CE instructor in that discipline. The high school administration will be informed of the college’s decision, and the Director will work with the high school to identify another instructor, if appropriate.

Non-Compliance Policy for Attendance at Professional Development
All Anoka Tech CE instructors are expected to attend annual orientation or re-orientation to stay informed of the college expectations as they relate to current course content and rigor. Additionally, Anoka Tech CE instructors must attend one annual discipline-specific professional development activity to stay in compliance with NACEP Standards (Faculty Standard 3). The Director of Partnerships maintains documentation of annual participation for all CE instructors. The Director conducts annual compliance review and notifies those instructors who are in danger of non-compliance with PD participation.

In the event the HS instructor misses an annual discipline-specific professional development activity, the following will result:

Process for PD Non-Compliance:
1) The Director of Partnerships will alert the faculty liaison and the CE instructor that the annual PD has been missed.
2) The Director and the faculty liaison will contact the CE instructor to coordinate a meeting. A discussion will occur about the annual professional development requirement, and the group will brainstorm any possibilities for the HS instructor to complete PD by the end of that academic year. If there isn’t sufficient time or PD offerings, an individual meeting between the faculty liaison and the CE instructor will serve as a substitute (on a one-time basis) for the annual PD. The primary focus of the meeting will be to review discipline-specific expectations related to course content and rigor, or provide learning in research and development in the field.
3) If the CE instructor is unable to meet with the faculty liaison, cancels the meeting, or is unwilling to find a time to meet, the Director will alert the high school administrator and CE instructor that he/she is in jeopardy of being placed on a probation. The CE instructor will then be responsible for contacting the faculty liaison to schedule a meeting before the end of the academic year and report back to the Director with the meeting specifics.
4) If the CE instructor misses annual discipline-specific professional development and DOES NOT meet with the faculty liaison prior to the start of the next academic year, the instructor will be placed on a probation for one-year. During the probationary period, the instructor must meet with the faculty liaison and create a detailed
written professional development plan to ensure participation. The high school administrator and CE instructor will be informed of the probationary period, and that the consequences of non-compliance are that his/her CE teaching privileges are in jeopardy of being revoked.

5) If at the end of the probationary year the instructor remains non-compliant, the concurrent enrollment course will be canceled and the instructor removed from the approved list of concurrent enrollment instructors for that course. If the high school has another approved instructor, they may submit paperwork for the course to be taught by a different instructor.

**College Faculty Liaison Roles & Responsibilities**

Faculty Liaisons are a very important part of ensuring the success of the Concurrent Enrollment Program. Liaisons should think of their department’s CE classes as an extension of their program, and think of the high school instructor as a teaching colleague. The partnerships and the relationships formed should be of mutual benefit to all parties involved, with the end result to benefit students and our communities.

The Dean of Academic Affairs and/or the Vice President for Academic and Student Affairs, determine and assign faculty member participation in the Concurrent Enrollment Program. Faculty Liaisons may not be asked to commit to a certain time period within the liaison role, but the college will review appointments on an as-needed basis. See MSCF contract for specifics on compensation for CE liaison duties.

**Factors to be considered in selection of faculty liaisons:**

- Desire to participate in concurrent enrollment program and to positively engage in a partnership
- Ability to commit to program requirements and expectations
- Ability to use strong documentation practices for NACEP Standards
- UFT status, credit load, and subject expertise

**New Faculty Liaison Onboarding:**

- Meet with Director of Partnerships and Dean of Academic Affairs to review program components and expectations and sign the faculty liaison agreement.
- Get access to Concurrent Enrollment D2L page and become familiar with *Content and Assignments*.
- Review list of documentation required for NACEP and agree to submit completed documentation to the CE D2L page in a timely manner, see Appendix D Checklist for Faculty Liaisons.
- Meet with veteran faculty liaisons to receive guidance and advice from their past experiences.
- Create, document, and deliver a discipline-specific orientation for HS instructor.
- Meet with HS instructor to answer any questions and ensure rigor and quality of course.
- Approve HS instructor syllabus and submit required program documentation to CE D2L page.
- Review best practices for conducting site visits to the high school classroom.
- Coordinate meetings and discussions with the high school instructor as needed throughout the term.
- Discuss and approve required annual discipline-specific professional development with HS instructor.

**Before start of Academic Year**

Facilitate a mandatory CEP Orientation or Re-Orientation Session prior to the course(s) starting, to:

- Provide the college common course outline
- Provide the college course syllabus
- Provide information on current, approved college text information and/or exam copies of the college text
- Obtain/provide school calendars and contact information
• Review with CE Instructors the MN State Employee Code of Conduct Procedure, found here: http://www.minnstate.edu/board/procedure/1c0p1.html
• Schedule date(s) of classroom site visit(s)
• Provide D2L training, other technology set-up, and review of FERPA
• Ensure the CE instructors success in starting or continuing their teaching journey

Faculty Liaisons must approve course outlines, syllabi, textbooks, etc. prior to the start of the class. The course syllabus must be reviewed by the faculty liaison and will be kept on file with the college. Provide the CE instructor with example syllabi, course templates, suggested textbooks and other relevant discipline-specific information to make sure course content will be equivalent to that of the on-campus course.

A syllabus template and checklist is provided for the HS Instructor in Appendix B & C of this handbook.

Prior to & During the Term

1) If you’re assigned a New CE instructor:
   a. Facilitate a mandatory New CE Instructor Orientation and complete onboarding process. Complete New Instructor Orientation Report and submit to CE D2L page.
   b. A minimum of two site visits to the classroom must be completed the first time the CE instructor teaches within the CEP. If the CEP instructor teaches multiple courses within the same discipline, then the faculty liaison will rotate which course is visited each term. If the assigned faculty liaison is unable to complete the site visits, another faculty member from the department can complete the visit.
   c. Support new CE High School Teachers with additional time and attention as necessary.

2) If you are assigned a Continuing/Veteran CE Instructor:
   a. One annual re-orientation meeting will need to be completed with the CE instructor prior to the academic year starting or prior to the course being offered. Complete the Preliminary Visit Report, and submit to the CE D2L page.
   b. Confer with the CE instructor as needed each term by phone, e-mail, or in person to ensure course is maintaining rigor and standards.
   c. At least one site visit to the classroom must be completed each term the instructor teaches within the CEP. If the CEP instructor teaches multiple courses within the same discipline, then the faculty liaison will rotate which course is visited each term. If the assigned faculty liaison is unable to complete the site visits, another faculty member from the department can complete the visit.

3) For both Continuing/Veteran AND New CE instructors:
   a. Review and approve syllabus from CE instructor in compliance with Anoka Tech policy.
   b. Meet regularly (face-to-face, on-line, by telephone, etc.) with the CE teacher and monitor assignments, exams, projects, student academic achievement, and instructional effectiveness to ensure that the course meets the learning outcomes contained in the course outline approved by the college and that the students are held to college-level standards.
   c. Fully complete required reports as listed on the Checklist for Faculty Liaisons, for NACEP documentation, and submit all reports and documentation to the CE D2L page.
   d. Approve CE instructor’s annual professional development plan. Use the PD Approval and Description Form for approval.
   e. Participate in and help facilitate discipline-specific, professional development workshops on an as-needed basis.
   f. Hold discussions with the CE instructor in regards to assessment and grading standards at least annually. At least one paired student assessment should be submitted yearly (such as a final exam, lab exercise, essay assignment, or grading rubric). Conversations are expected to occur as a part of the Preliminary Visit Report with the CEP instructor in regards to ensuring comparable grading standards and assessment methods. Participate in grade norming activities, and discussions with faculty on what constitutes A-level, B-level, and C-level work.
g. Correspond and collaborate with CE instructor in a professional and timely manner.

h. Keep record of your communications with the CE instructor.

i. Immediately notify the Director of Partnerships if any concerns arise.

**End of Term**

2) **For both Continuing/Veteran AND New CE instructors**

   a. Strongly encourage that the CE instructor allow time in class for students to take the end-of-course student evaluations prior to the end of the term.

   b. Review and approve CE student’s grades with the CE instructor, no later than the 4th day after the last day of the term, and ensure grading standards are the same as on-campus.

   c. Remind CE instructor that the students’ grades are the same on the high school transcript as the college transcript.

   d. Provide feedback to the Director of Partnerships about experience as a faculty liaison for continuous improvement.

   e. Follow up with CE instructor regarding any course-specific issues or concerns, and address these prior to the next term starting.

***Faculty Liaisons must ensure all documentation required for NACEP Accreditation is submitted to CE D2L page. If the documentation listed below isn’t submitted in a timely manner, it puts the CEP at risk of losing NACEP Accreditation***

   - New Instructor Orientation Report
   - Preliminary Visit Report
   - Paired Syllabi
   - Site Visit Report(s)
   - Paired Assessments
   - PD Approval and Description Form
   - Statement of Equivalency
   - Any additional documentation as asked by the Director of Partnerships and/or NACEP

**Faculty Liaison Non-Compliance Policy**

All Faculty Liaisons for Concurrent Enrollment are expected to adhere to the guidelines set by Anoka Technical College and National Alliance for Concurrent Enrollment Partnerships (NACEP). The guidelines set forth by NACEP are to ensure quality for Concurrent Enrollment Programs. All faculty liaisons are expected to follow the roles and responsibilities within the position, and frequent and timely communication with CE instructors and the Director of Partnerships is required. Participation in in-person meetings, email communication exchanges, phone calls, and requests for documentation related to NACEP Standards is expected. Activities such as site visits, ensuring curriculum alignment, syllabi review, new instructor training, and professional development approval/monitoring are also required. If college administration deems that a faculty liaison is not fulfilling their duties, the liaison may be subject to termination of their CEP faculty liaison assignment for future semesters.

**High School Staff Responsibilities**

1) Provide all high school students with sufficient information regarding CE class offerings, eligibility criteria, program specifics, and information on implications to permanent college record.

2) Allow college staff to promote CE course offerings at the high school, which may include offering information sessions, participation in open house activities, or sending out electronic or mail communications.

3) Provide the Director of Partnerships with a list of course offerings prior to each academic year, and communicate promptly any changes to course offerings throughout the year.
4) Ensure student eligibility criteria and course or program prerequisites are being met.
5) Send class lists and high school transcripts to the Director of Partnerships prior to each term, and updated documents as necessary throughout the year.
6) Provide advising services for students in the CEP and serve as the primary CE advisors for students, including signing off on necessary forms (CE student exceptions, add/drop, withdrawal forms, etc.)
7) Contact both the Records Office and the Director of Partnerships with changes to student enrollment.
8) Ensure CE instructors allow time for end-of-course student evaluations.
9) Purchase all textbooks, equipment, and supplies needed for the course.
10) Provide students access to learning resources and support services at the high school.
11) Complete any Partnership Surveys and/or in-person discussions for program improvement.
12) High School administration properly oversees hiring, employment, and job duties/responsibilities of the high school instructor. As needed, consults with the college on credentialing requirements.
13) Communicate any CE instructor issues promptly, including leaves of absence, termination of employment, or another other information related to the ability of the CE teacher to complete their CE teaching assignments.
14) Provide representatives to serve on the Concurrent Enrollment Advisory Board.
15) Sign and return the annual Joint Powers Agreement to the college.
16) Promptly communicate any program concerns to the Director of Partnerships.

**College Staff Responsibilities**

1) Facilitate process of scheduling CEP courses in the college registration system and ensure proper course name, title, credits, and drop/add/withdrawal dates, in line with on-campus practices.
2) Oversee faculty liaison responsibilities, assignment to CE instructor, and completion of liaison duties.
3) Ensure student eligibility criteria and course and program prerequisites are being met.
4) Ensure proper number of students are enrolled in CE courses.
5) Register CE students for transcripted college credit. Facilitate new student orientation each term in classrooms, as necessary, and ensure students receive information on policies, procedures, and other important information regarding the CEP and implications of college registration.
6) Ensure proper coding of CEP students in ISRS to facilitate data integrity with Minnesota State and the Minnesota Department of Education.
7) Provide advising services to the extent possible for students in the CEP and serve as additional CE advisors for students, including signing off on necessary forms (CE student exceptions, add/drop, withdrawal forms, etc.)
8) Help facilitate New CE Instructor Orientation and professional development activities.
9) Facilitate new CE instructor approval process, and ensure proper credentialing in collaboration with campus departments (Dean of Academic Affairs, Human Resources).
10) Provide students access to learning resources and support services at the college.
11) Ensure CE students and CE instructors have access to college technology (D2L, e-Services, etc.).
12) Communicate changes to CEP policies and process to the high school.
13) Send out the annual Joint Powers Agreement (JPA) to high school administration.
14) Create invoice each spring in collaboration with the Business Office for CEP charges to school district, as specified on the JPA.
15) Send out end-of-course student evaluations each term, and share student evaluation results with CE instructor.
16) Conduct research in collaboration with the Office of Institutional Effectiveness for NACEP Evaluation Standards, and continuous program improvement.
17) Hold Concurrent Enrollment Advisory Board meetings, twice per year.
18) Promptly communicate any concerns to high school administration and/or staff.
Concurrent Enrollment Staff Contact

**Christa Hayes, M.S.**  
Director of Partnerships  
Anoka Technical College  
Office: 190E  
Phone: 763-576-4008  
Email: chayes@anokatech.edu

Preferred Order of Contact for CE Instructors:

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

*Anoka Technical College is currently working towards NACEP Accreditation*  
[www.nacep.org](http://www.nacep.org)

Anoka Technical College reserves the right to update this handbook at any time.  
The most up to date version will be made available online at:

[http://www.anokatech.edu/BecomeStudent/Admissions/Concurrent%20Enrollment.aspx](http://www.anokatech.edu/BecomeStudent/Admissions/Concurrent%20Enrollment.aspx)

_Last updated: 2/12/2019 CH_
Concurrent Enrollment (CE) Instructor Application Process

In order to teach in the Concurrent Enrollment Program, a high school instructor must complete an application and be approved by the college. CEP instructors must meet the college minimum credentials for faculty members. Credentials needed to teach courses in the Minnesota State system are determined at the system level. All high school instructors teaching CE courses with Anoka Tech must meet the credentials for their field by 2022, as identified by the Higher Learning Commission (HLC).

- **Liberal Arts or General Education** high school instructors must possess a Master’s degree in field (Math, English, Sociology, etc.) OR a Master’s degree in any field with 18 credits in the discipline of the course (Math, English, Sociology, etc.).

- **Career and Technical Education** instructors must meet the faculty credentials set forth by Minnesota State’s joint faculty credentialing board. These criteria include appropriate education requirement, occupational experience requirement, and work recency. Review each credential field individually.

Search Credential Field:

Minn. State Board Policy 3.32 College Faculty Credentialing:
www.minnstate.edu/board/policy/332.html

Procedure 3.32.1 College Faculty Credentialing:
www.minnstate.edu/board/procedure/332p1.html

**Application Materials**

1) Letter of Intent describing why you would like to teach a concurrent enrollment course and what course you are interested in teaching
2) Application
3) Resume or CV outlining education and occupational history
4) College transcripts – Undergraduate, graduate

**Application Deadline**

Instructors should complete an application by May 1st if they wish to teach for the next academic year.
**Application Process**

1) The college will review the applicant’s materials and will make a recommendation to approve, provisionally approve, or deny the applicant. The applicant and the high school principal will receive communication indicating approval, provisional approval or denial from the college. Provisional approval will require a meeting to discuss a professional development plan which will be monitored by the college and the high school administration for successful progress and completion. If satisfactory progress is not made within the agreed upon timeframe, the college reserves the right to revoke the provisional status which will discontinue Concurrent Enrollment courses at the end of the term.

2) The interested high school instructor will submit all of the application materials to the Director of Partnerships.

3) The college faculty liaison, Dean of Academic Affairs, Human Resources, and the Director of Partnerships will review all submitted materials and make a decision.

4) The high school instructor and administration will receive notice of the decision (approved, provisionally approved, or denied) from the college along with an explanation and next steps to take for the instructor.
   a. If approved, the new CE teacher will receive details of a New Instructor Orientation that takes place in August, or may be scheduled on an individual basis.
   b. If provisionally approved, the new CE teacher will meet with the faculty liaison and college staff to make a plan towards meeting proper requirements and also receive details of the New Instructor Orientation that takes place in August, or may be scheduled on an individual basis.
   c. If denied, the teacher may continue working with the college to move towards the proper credentialing to potentially teach the course in the future. If this is the case, a written plan must be approved by the college that specifies exact activities the high school instructor must engage in to meet college credentialing.

5) For approved and provisionally approved instructors, a liaison will be assigned by the college and the course outline will be sent to the new CE teacher.
   a. The CE Instructor Handbook will be emailed to the new CE instructor.
   b. It is expected that the CE Instructor reviews the CE Handbook.

6) The high school teacher will receive information from the faculty liaison on how to create equivalent syllabi, examples of equivalent textbooks, course templates, etc.

7) The faculty liaison will remain in contact with the CE instructor and work with the new teacher on ensuring the syllabus, course expectations, and rigor are equivalent to that of the on-campus course.
Anoka Technical College
Concurrent Enrollment Program

High School CE Instructor Approval Flow Chart

High school initiates interest with college staff, or college staff initiates interest with high school

Potential CE instructor completes application process and sends in required documentation (Application, resume or CV, Letter of Intent, and College Transcripts)

Application is reviewed by CE team (Academic Dept, Dean of Academic Affairs, HR, and Dir. of Partnerships) and a decision is made by the team as to whether the potential instructor meets faculty credentialing requirements

If instructor is approved or provisionally approved...

Instructor and HS administration will be emailed an approval letter

Director emails introductory information, and CE faculty liaison is assigned

Instructor attends New Instructor Orientation

If potential instructor is denied...

Instructor and HS administration will be emailed a denial letter and informed what credentialing requirements are missing

If potential CE Instructor wishes to take steps in effort to meet credentialing, they obtain college approval for what these exact steps are
*Course Syllabus

Semester, 2018

*Course Title:
*Course #
*Course Credits: (___) Credits (___Lecture ___Lab)
*Program:

*Instructor
   Phone:
   Office hours
   Email Address
   Room #

*Course Description (including prerequisites):

*Major Content:

Course Schedule:

Course Website

*Textbooks and Reference Materials:

***Does this course use Hazardous Materials?  Yes  No

Order of topics to be covered: (Instructor reserves the right to re-sequence)

*Learning Outcomes:

Core College Competencies:
Anoka Technical College courses require students demonstrate competency in one or more of the Core College Competencies: Communicate effectively, Problem Solve, Interact in complex, dynamic environments. Course outcomes #, # and # can be used to assess the core college competencies.

Student Contributions:

Description of classroom activities, lab activities and assignments:

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Competency Measures (quizzes, papers, tests, presentations, participation, etc., number, points of each or percent of grade, make-ups, etc.)

Course Policies:

**Minnesota Transfer Curriculum Goal Area (if applicable):** NA

**Academic Honesty:** The primary academic mission of Anoka Technical College is the exploration and dissemination of knowledge. Academic honesty and integrity are integral to the academic process. Academic dishonesty—cheating, plagiarism and collusion—are serious offenses which undermine the education process and the learning experience for the entire college community.

It is expected that Anoka Technical College students will understand and adhere to the concept of academic integrity and to the standards of conduct prescribed in the College’s Policy on Student Code of Conduct (Student Handbook). It is expected that students will assume responsibility for their work and that materials submitted in fulfillment of course, program, and college academic requirements must represent students’ own efforts.

**Recording of lectures:**
Never, under any circumstances, should a student audio or video record any lecture or portion of the course content presented without express permission of the instructor and all students present in the course. See student handbook for complete policy on recording of lectures.

**Special Accommodations:**
The goal of Anoka Technical College is to provide reasonable accommodations to students with a documented disability. Accommodations are designed to allow students to participate fully in the program of their choice. We are available to help students with disabilities meet their educational needs. The Office on Disabilities is located in the Student Success Center and can be reached at 763-576-4069.

**Military members:**
ATC is dedicated to assisting veterans and eligible family members in achieving their educational goals.

Military members that are currently serving should advise their instructor of all regularly scheduled military training and duties that conflict with scheduled course requirements. Instructors will work with the student to address issues that arise. For further information on this, refer MN State Procedure 5.12.1 Military Service and Disabled Veterans at http://www.minnstate.edu/board/procedure/512p1.html
If you are a service member or veteran, please contact the Office of Records and Registration at 763-576-7740 or registrar@anokatech.edu for information regarding education benefits.

Note:
- Sections with an asterisk (*) are mandatory.
- Sections with a double asterisk (**) are only required for Minnesota Transfer Curriculum courses.
- Sections with three asterisks (***) are mandatory if students may come in contact with Hazardous Materials.
- Delete sections you do not choose to use.
# ATC Course Syllabus Checklist

<table>
<thead>
<tr>
<th>CONTRACTUAL REQUIREMENTS (Article 23, Section 4, Subdivision 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy of Syllabus provided to Academic Affairs via Deans Assistant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MnSCU POLICY 3.22 REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus contains the elements of the corresponding course outline</td>
</tr>
<tr>
<td>Syllabus contains the standards of evaluation of student learning</td>
</tr>
<tr>
<td>Syllabus is distributed to students within the first week of class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATC REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution name, course title, course number, number of credits, lecture and lab breakdown &amp; Semester</td>
</tr>
<tr>
<td>Instructor's name, office location, contact information, &amp; office hours</td>
</tr>
<tr>
<td>Course description with any prerequisites and/or co-requisites (from the Course Outline)</td>
</tr>
<tr>
<td>Major content (from the Course Outline)</td>
</tr>
<tr>
<td>Textbook and reference materials</td>
</tr>
<tr>
<td>Hazardous Materials (required if students may come in contact with)</td>
</tr>
<tr>
<td>Learning outcomes</td>
</tr>
<tr>
<td>Minnesota Transfer Curriculum Goal Area (if applicable)</td>
</tr>
<tr>
<td>Academic Honesty (required statements found on Course Syllabus Template)</td>
</tr>
<tr>
<td>Recording of lectures (required statements found on Course Syllabus Template)</td>
</tr>
<tr>
<td>Special Accommodations (required statements found on Course Syllabus Template)</td>
</tr>
<tr>
<td>Military members (required statements found on Course Syllabus Template)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Schedule</td>
</tr>
<tr>
<td>Course Website: Other course resources (writing center, web sites, etc.)</td>
</tr>
<tr>
<td>Order of topics to be covered</td>
</tr>
<tr>
<td>Core College Competencies</td>
</tr>
<tr>
<td>Student Contributions:</td>
</tr>
<tr>
<td>• Student role/expectations (what do students need to do to be successful in this course?)</td>
</tr>
<tr>
<td>Schedule of course topics</td>
</tr>
<tr>
<td>Description of classroom activities, lab activities, and assignments</td>
</tr>
<tr>
<td>Examination dates, assignment due dates, &amp; assignment expectations</td>
</tr>
<tr>
<td>Course Policies:</td>
</tr>
<tr>
<td>• Special procedures or rules for this course (e.g., laboratory rules and procedures, required field trips, visitors allowed or not, etc.)</td>
</tr>
<tr>
<td>• Additional statement on attendance (arriving late/leaving early)</td>
</tr>
<tr>
<td>• Policy concerning late work, make-ups, re-takes, and/or resubmissions</td>
</tr>
<tr>
<td>• Statement regarding extra credit</td>
</tr>
<tr>
<td>• Statement on incomplete coursework</td>
</tr>
</tbody>
</table>
- Statement informing students of how you make class cancellation decisions and how you will communicate that to students are made
- Statement regarding expectations if using classroom capture (is attendance required or can the student attend via the classroom capture technology, asynchronous or synchronously?)

Statement that encourages students to meet the instructor outside of class

Statement or disclaimer regarding modifications to syllabus (Example: “This syllabus is subject to modification by the instructor.”)

<table>
<thead>
<tr>
<th>OTHER STATEMENTS TO CONSIDER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last Date of Attendance Statement</strong></td>
</tr>
<tr>
<td>If you decide to stop attending class, it is your responsibility to withdraw yourself from class. I have the option to enter a “FN” on your transcript if I determine you are no longer attending class, participating in class activities, and/or completing class assignments. If you will be absent from class for an extended period, you must contact me. If an “FN” is recorded on your transcript, you must contact me for permission to resume attendance.</td>
</tr>
</tbody>
</table>

| **Standards of Student Behavior/Code of Conduct/Cheating/Plagiarism** |
| All students are required to follow the standards of conduct set forth in the ATC’S Student Code of Conduct (student handbook page 84) [http://www.anokatech.edu/~media/Files/New%20Web%20Site%20Files/Student%20Services/Services/Student%20Handbook.ashx](http://www.anokatech.edu/~media/Files/New%20Web%20Site%20Files/Student%20Services/Services/Student%20Handbook.ashx) Failure to comply with these standards of conduct may result in removal from the course, a failing grade, a report to the appropriate college authorities, and/or expulsion. |

| **Statement of Inclusion and Participation** |
| Anoka Technical College thrives on allowing students the opportunity to experience a diverse educational environment. We encourage our students to express their thoughts and feelings openly, and in an appropriate and respectful time, place, and manner, by providing an environment that is inclusive of all students regardless of their race, sexual orientation, ethnicity, nationality, accent, sex, gender identity, socioeconomic status, age, and disability status, as well as religious, spiritual, political, and cultural viewpoints or practices. Our hope is that our students will learn from other fellow students by expressing their views while utilizing an open mind, active listening skills, and an engaged voice in the dialogue. |

| **Student Email Statement** |
| Email is the primary means of communication with ATC students. Students are expected to check their ATC email account(@my.anokatech.edu) on a weekly basis to keep abreast of important information, updates about student accounts (bills, financial aid, etc.), and upcoming events. |

| **Acceptable Use of Computers and Technology Resources** |
| Sample text: While using Anoka Technical college computers and the Anoka Technical College network, students in this course agree to adhere to the Acceptable Use Policies for technology that govern Anoka Technical College and the Minnesota State Colleges and University (MNSCU) system. The Anoka Technical College acceptable use policy for is stated in the Anoka Technical College student handbook, available on the college website. The MNSCU acceptable use policy is stated on the MNSCU on the MNSCU website and may be accessed at the following link: [http://www.mnscu.edu/board/policy/522.html](http://www.mnscu.edu/board/policy/522.html) The instructor reserves the right to ask any student who is violating the acceptable use policies of Anoka Technical College or MNSCU to cease using the school computers and leave the classroom for the remainder of the day’s class session. The student will forfeit points for any assignments due that day. Students in violation of the acceptable use policies will also be referred to the Division Chair or |
Dean for additional disciplinary measures.

Under the MNSCU Policy 5.22 Subpart B, “users must not knowingly download or install software onto system information technology unless allowed under applicable procedures or prior authorization has been received.” Students who purposefully install any software onto school computers will lose points for all assignments that are due during the week of the course when the installation was discovered by faculty or staff. Students in violation of this policy will also be referred to the Division Chair or Dean for additional disciplinary measures.

Under MNSCU Policy 5.22 Subpart D, “Users must avoid excessive use of system information technology, including but not limited to network capacity. Excessive use means use that is disproportionate to that of other users, or is unrelated to academic or employment-related needs, or that interfere with other authorized uses.” Students who engage in excessive use of network capacity that is unrelated to academic needs, such as downloading music or movies from the Internet, will lose points for all assignments due during the week of the course when the excessive use was discovered by faculty or staff. Students in violation of this policy will also be referred to the Division Chair or Dean for additional disciplinary measures.

**Statement on Attendance**

Students are expected to attend/participate in all sessions of each class in which they are enrolled. It is the student’s responsibility to notify the faculty member - in advance whenever possible - of any absence. It is the students’ responsibility to adjust (add/drop) their course registration within the add/drop period if their anticipated “life events” will conflict with course attendance/participation expectations as stated in the syllabus. The College reserves the right to deregister a non-attending student if it is in the best interest of the College. Students who are deregistered and received financial aid may be required to pay back all or part of the aid received.

**Attending Class**

Sample Text: Regular attendance is very important for this class so that you can complete the labs and activities together with your classmates. The labs we complete together in class will help you be prepared to complete the homework and final project. Please plan to arrive at the beginning of each scheduled class session and stay until the end of the session, as this will help you be successful in the course. While your grade is not based on attendance, missed labs and homework cannot be made up, since we will be reviewing the homework together in class. Per the Anoka Technical College student handbook, “Students are expected to attend and participate in all classes and lab sessions” (Chapter 3, Policy 3.8). Missing in-class assignments may negatively impact your grade, and I do not want to see this happen to you.

**Emergency Procedures Statement**

Anoka Technical College (ATC) is committed to providing a safe and healthy campus environment. There are campus policies in place on how to best respond to a variety of safety and health emergencies, we ask that you become familiar with the ATC Emergency Response Guide. Emergency exit routes and severe weather shelter information is available on campus maps posted in all campus classrooms and hallways. Please visit [WEBSITE](#) to view the ATC Emergency Procedures Guide and for information on how to sign up for the Star Alert System. Copies of the Guide may also be found at the Security Office Room #122. Your faculty member will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your faculty member during an evacuation or sheltering emergency.
Campus Safety and Security personnel will provide assistance to your faculty member in evacuating the building or sheltering within the facility.

**Early Alert Referral Statement**
Anoka Technical College wants to see you succeed! If your progress in class is in jeopardy, I have the option of sending an alert using the college’s Early Alert Referral System. Counselors and Advisors can then assist you in educational planning, navigating college resources, using college services, and understanding your options within college policies.

**Statement for Firearms in the Classroom**
With the firearms law, we cannot prohibit permit-carrying visitors from carrying their firearms on campus or in the classroom. Students and employees are prohibited from bringing guns on campus. A faculty member may have a classroom policy (stated in the course syllabus) that prohibits visitors in the classroom during class time unless the visitor has consent from the instructor. Suggested example statements include: “No visitors allowed in the classroom.” or “Visitors allowed in the classroom by prior permission of the instructor.”

**Statement on Safety Requirements for the Course**
Faculty are responsible for ensuring safety in their classroom and will present any required training. This will be dependent upon the class and exposure to chemicals of any sort. As an example, Art and Theatre will have different requirements from chemistry for chemical exposure. Consult with the Dean and the Health and Safety Specialist for appropriate statements and any safety concerns.

**Equal Opportunity**
Anoka Technical College is a member of Minnesota State. ATC and Minnesota State are committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, and marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on membership or activity in a local commission as defined by law is prohibited.

**Counseling Center Syllabus Statement**
During the academic year, it is not uncommon for students to experience a range of issues dealing with personal crisis, relationships, increased anxiety, alcohol/drug problems, depression, difficulty concentrating, and/or lack of motivation. Mental health concerns or stressful events may lead to inability to participate in daily activities. The ATC Community is committed to the health and wellbeing of all students. We are here to help. ATC’s Counseling Center provides free and confidential services to all ATC students. Appointments: 763-576-7860.

**Your Safety**
Keeping ATC a safe place for all students and employees is a joint responsibility. These are a few general safety reminders that can be implemented wherever you are:

1. Know building exit routes in case of an emergency.
2. Be aware of your surroundings at all times.
3. Report suspicious behavior to security-763-576-7930
4. Keep Public Safety’s phone number in your cell phone 763-576-7930
5. Know where phones are located in each classroom. These phones can only be used to make calls out from the campus, not to receive calls.
7. Parking Lot Safety Tips:
   a. Have your vehicle key in hand before you leave the building.
   b. Don’t be distracted by talking or texting on your cell phone.
| c. | Be aware of your surroundings as you walk to your car. |
| d. | Go in groups when you leave the building or ask for an escort by calling Public Safety at 763-424-0807. |
| e. | Don’t park by vans or trucks that could hide a suspicious person. |
| f. | Always look in your back seat before entering your vehicle. |
| g. | Know the location of the Blue Light Safety sites in each parking lot in case you need to get to one to alert the police. |

**Requirements for Professional Behavior**

Sample Text: The classroom is an environment where we garner skills related to our careers as information technology professionals, so professionalism and respect are critical to success in this course. We will sign a professionalism agreement at the start of the course. The agreement describes the expectations of professionalism and respect that you, your classmates, and I will agree to abide by throughout the course. Failure to sign the agreement will result in an individual meeting with me, your advisor, and/or the Division Chair to address the issue.

**Consequences for Unprofessional Behavior**

Sample Text: Unfortunately, sometimes a student acts unprofessionally in the classroom. For the security of your classmates and myself, I will ask you to leave if at any time your behavior is violating the professionalism agreement or disrupting the learning process of others in the classroom. If you are asked to leave the classroom for unprofessional behavior, you will forfeit points for all of the week’s assignments, and may also be required to meet with myself, your advisor, and the Dean to discuss your behavior. This includes behavior such as belittling comments, emotional outbursts, or extraneous conversations that are distracting to your classmates. This class is a safe zone, and harassment or bullying will not be tolerated in the classroom or on the course website. Please note that if you are engaging in harassment or bullying of any type you will be asked to leave the classroom, and will be subject to additional disciplinary actions including, but not limited to, loss of points for the week’s assignments, notification of your advisor, and notification of the dean.
Concurrent Enrollment Program
Checklist for Faculty Liaisons

This checklist shows what a faculty liaison needs to complete as a part of their duties. If not completed, Anoka Tech's NACEP Accreditation is put at risk. Documentation needs to be submitted in a timely manner to Director of Partnerships in order to meet NACEP Standards. All forms and documentation should be submitted to the D2L course titled Concurrent Enrollment.

Preliminary Visit Form (Faculty Standard 2)  DUE: Prior to Academic Year
- Purpose: Approve syllabus, textbooks, Common Course Outlines, etc.
- Discuss changes in curriculum, college policies, program pre-req’s, etc.
- If a new instructor, complete New Instructor Orientation instead

Paired Syllabi (Curriculum Standard 2)  DUE: Annually
- One syllabus from the high school course and one from the college course
- Syllabi should mirror each other (learning objectives, competencies, rigor, expectations, etc.)

Site Visit Form (Curriculum Standard 3)  DUE: Each Trimester
- For a new instructor, must visit 2 times during first trimester
- If continuing/veteran instructor, must visit 1 time per trimester

Paired Assessment Tools (Assessment Standard 1)  DUE: Annually
- Evidence should make clear that CEP students are being assessed at the same level of rigor as on-campus students.
- One assessment from the high school and one from the college (final exam, lab assignment, essay, with grading rubrics).
- Discuss A-level, B-level, and C-level work in both the high school course and college course.

Annual Professional Development (Faculty Standard 3)  DUE: Annually
- Materials needed prior to attending PD:
  1) Faculty Liaison will fill out pg. 1 of PD Approval and Description Form, approving instructors annual discipline-specific PD (workshop, conference, or training)
- Materials needed upon return from PD:
  1) Liaison and instructor discuss PD upon completion, and instructor completes pg. 2 of PD Approval and Description Form.
  2) Instructor attaches event minutes, conference report, or meeting summary.

Statement of Equivalency (Assessment Standard 1)  DUE: MARCH 2019
- The Faculty Liaison should write a statement explaining in detail how they ensure the concurrent enrollment program courses are equivalent to the courses taught on campus.
- See APPENDIX B –STATEMENT OF EQUIVALENCY GUIDELINES for Guiding Questions
- Needs to be printed on College Letterhead and signed by Faculty Liaison
## 2017 NATIONAL CONCURRENT ENROLLMENT PARTNERSHIP STANDARDS

**Adopted May 2017**

### Partnership Standards

<table>
<thead>
<tr>
<th>Partnership 1 (P1)</th>
<th>The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnership 2 (P2)</td>
<td>The concurrent enrollment program has ongoing collaboration with secondary school partners.</td>
</tr>
</tbody>
</table>

### Faculty Standards

<table>
<thead>
<tr>
<th>Faculty 1 (F1)</th>
<th>All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty 2 (F2)</td>
<td>Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.</td>
</tr>
<tr>
<td>Faculty 3 (F3)</td>
<td>Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.</td>
</tr>
<tr>
<td>Faculty 4 (F4)</td>
<td>The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.</td>
</tr>
</tbody>
</table>

### Assessment Standard

| Assessment 1 (A1) | The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections. |
### Curriculum Standards

<table>
<thead>
<tr>
<th>Curriculum 1 (C1)</th>
<th>Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum 2 (C2)</td>
<td>The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.</td>
</tr>
<tr>
<td>Curriculum 3 (C3)</td>
<td>Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.</td>
</tr>
</tbody>
</table>

### Student Standards

<table>
<thead>
<tr>
<th>Student 1 (S1)</th>
<th>Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 2 (S2)</td>
<td>The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.</td>
</tr>
<tr>
<td>Student 3 (S3)</td>
<td>Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.</td>
</tr>
<tr>
<td>Student 4 (S4)</td>
<td>The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.</td>
</tr>
</tbody>
</table>

### Program Evaluation Standards

<table>
<thead>
<tr>
<th>Evaluation 1 (E1)</th>
<th>The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation 2 (E2)</td>
<td>The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.</td>
</tr>
</tbody>
</table>