



NORMANDALE
COMMUNITY COLLEGE



Concurrent Enrollment Program Handbook for
Faculty Mentors and
High School Instructors,
Staff, and Administrators

YOUR COLLEGE. YOUR COMMUNITY.

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What is Concurrent Enrollment?

Concurrent Enrollment, Defined

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

Concurrent Enrollment and Minnesota Statute

Minnesota Statute 124d.09: Concurrent Enrollment

Concurrent Enrollment provides 9th, 10th, 11th, and 12th grade students with the opportunity to take college-credit bearing courses taught by college-approved high school teachers or college faculty, generally on the high school campus. Public school students may earn both high school and college credit at no cost, just as they do with PSEOⁱ

About Normandale Community College

Normandale's Mission

Normandale Community College advances individuals' intellectual, career, and personal development by providing outstanding teaching and support.

Institutional Outcomes:

To accomplish our mission, we will -

- Ensure individuals complete certificates and/or degrees.
- Prepare individuals to transfer successfully to four-year institutions.
- Prepare individuals to perform successfully in the workforce through credit and noncredit career and technical programs.
- Ensure students meet their educational goals.
- Ensure students develop in the College's Core Learning Outcomes.
- Prepare students taking development coursework to succeed at the college level.
- Prepare individuals to participate in diverse local and global communities.
- Identify and meet workforce training needs.

Accreditation

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

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

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

See Appendix A for the complete NACEP accreditation standards.

Policies

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

See Appendix B for policy 3.21.

Program Contacts

Robb Lowe
Director of K-12 Partnerships and Perkins
Phone: 952-358-8250
Robert.Lowe@normandale.edu

Diem Vo
Coordinator for Partnership Programs
Phone: 952-358-9405
Diem.Vo@normandale.edu

Erin Daly
Dean of Academic Services
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Concurrent Enrollment Courses

The director of K-12 partnerships and Perkins (“director”) works with the high school and the appropriate college dean to identify potential college courses for offering as concurrent enrollment courses in the subsequent academic year. The decision to offer the course is made by the college dean, in consultation with the department chair or their designee.

The college has a 45 student maximum class size for many courses, and maximum class size for some courses is lower. Student enrollment in excess of the college’s maximum class size will be considered additional sections. In order for a course to be offered with concurrent enrollments, 51% or more of the students enrolled must be taking it for college credit.

As articulated in Normandale policy 3.21, the college may cancel a concurrent enrollment course for any reason.

Instructor Acceptance into the Program

High school instructors teaching concurrent enrollment courses must possess the same academic credentials as those of the college faculty teaching the on-campus course. Credentialing determinations are made by the academic dean overseeing the discipline.

Instructors wishing to teach in the concurrent enrollment program must submit their application, resume or CV, and official transcript to the director. The director forwards this documentation to the appropriate dean for review. The dean determines if the instructor possesses the appropriate academic credentials and indicates which courses the instructor is approved to teach. Based upon the dean’s determination, the director then sends the instructor an acceptance, provisional acceptance, or denial letter, and copies the high school principal.

See Appendix C for the high school instructor application form.

Instructor Responsibilities

High school instructors will:

- Complete required Normandale paperwork for the purpose of accessing college resources, such as its learning management system and library resources.
- Participate in all orientations, training, and professional development.
- Work with their faculty mentor to ensure that the high school course is the same as the college course with respect to the following:
 - Content: what is covered and what is emphasized
 - Learning environment: classroom processes
 - Assessment: methods used and grade assigned
 - Rigor: associated student learning outcomes and grades assigned
 - Pedagogy: types of teaching and learning activities used
- Use the same textbook that the faculty mentor uses, or work with them to select a textbook that reflects current information relevant to the discipline.
- Work with their faculty mentor to create a course syllabus that meets all syllabi requirements for every course taught.
- Assess students’ achievement of the learning outcomes articulated in the college’s common course outline. Assessments used by the high school instructor will be the same as (or very similar to) those used by the faculty mentor in the college course.
- Apply the same grading standards as those used in the college course.

- Respond to communications from their faculty mentor in a timely manner.
- Comply with FERPA.
- Administer the Student Survey of Instruction in every course.
- Submit grades to the college at the end of the term.
- Adhere to relevant state statutes, Minnesota State policy and procedures, Higher Learning Commission requirements, NACEP standards, and Normandale policies and procedures.

Of Note: Professional Development and Site Visits

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

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

See Appendix D for the Site Visit Form.

Instructor Non-Compliance

Instructors in Normandale’s concurrent enrollment program are expected to discharge their responsibilities in a timely manner. Non-compliance occurs when an instructor fails to do so. An instructor may be found in non-compliance for any aspect of the program, but of particular concern are failure to engage in annual professional development and adherence to college standards with respect to the course.

If concerns regarding a high school instructor’s adherence to program requirements arise, they will be addressed with the goal of returning the instructor to compliance. Concerns will be handled on a case-by-case basis, but typically involve the faculty mentor and director of K-12 partnerships meeting with the instructor to clarify the issues, create a plan to address them, and monitor execution of the plan.

If, after good faith efforts, the faculty mentor, director of K-12 partnerships, and academic dean determine that the high school instructor continues to be non-compliant, the director of K-12 partnerships will cancel future offerings of the course and the instructor will lose their status as a concurrent enrollment instructor in that discipline. The director of K-12 partnerships will inform the high school administration of the college’s decision, and work with them to identify another instructor, if appropriate.

Director of K-12 Partnerships and Perkins Responsibilities

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

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

Faculty Mentor Responsibilities

Faculty mentors will:

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

High School Administrator and Staff Responsibilities

High school administrators and staff will:

- Adhere to the contract and program requirements.
- Assist as required in the application process for new instructors.
- Collaborate with the college to ensure students apply, are admitted, and enrolled in courses in accordance with the established stated timeline.
- Complete ability to benefit waivers, if applicable.
- Notify the college of student drops or withdrawals in accordance with the established timeline.
- Support the high school instructors.

- Collaborate with the college to problem solve and improve the program.
- Adhere to relevant state statutes, Minnesota State policy and procedures, Higher Learning Commission requirements, NACEP standards, and Normandale policies and procedures.

Program Expenses

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

For FY2018-2019, the school district will be billed by the college at the rate of \$2,500 per course/section the first semester a course is taught, and \$2,250 thereafter.

The high school is responsible for purchasing the approved textbooks unless otherwise agreed upon by the college and high school.

See Appendix E for a sample income contract.

Students

Eligibility

Students must meet eligibility requirements in three areas to enroll in concurrent enrollment courses:

- Program Eligibility
- College Admissions Eligibility
- Course Prerequisites Eligibility

Program Eligibility:

Student eligibility is based on high school class rank. However, if a student does not have a class rank, their score on a nationally normed test (SAT, ACT, etc.) will be used. If no test scores are available, GPA is used as the determinant.

Class Rank or Nationally Normed Standardized Tests:

Seniors = Class rank of 50% or higher
 Juniors = Class rank of 67% or higher
 Sophomore = Class rank of 90% or higher
 Freshman = Class rank of 90% or higher

GPA:

Seniors = 3.0 or higher
 Juniors = 3.5 or higher
 Sophomore = 3.5 or higher
 Freshman = 3.5 or higher

Students must submit transcripts and test scores (if available) with their application to the program. If the student does not meet the eligibility standards, the director will contact the high school to determine if an "ability to benefit waiver," which waives program eligibility requirements, is appropriate for the student.

College Admissions Eligibility:

Students must read at the college level. Students either take the reading and English components of the Accuplacer test or have ACT or SAT scores that would waive the Accuplacer. If the student is

taking a mathematics class, they will also take the math Accuplacer test. A college level reading score is required for the program.

Course Prerequisite Eligibility:

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

- Accuplacer test scores
- Specific courses that must have already been taken

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

Ability to Benefit Waivers:

Minnesota State allows colleges and universities to admit students based on other documentation of ability to perform college-level work.^{iv} Schools that use ability to benefit waivers are monitored to ensure that students who are admitted with waivers are as successful as students admitted without waivers. If there is a disproportionate number of students with waivers doing poorly in the class, the director of K-12 partnerships and Perkins ("director") will work with the high school to review and revise the process used for granting them.

Application and Admission

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

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

Enrollment

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

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

Adding, Dropping, and Withdrawing

Students may add a CEP course within one class day following the start of the high school term, and may drop a CEP course up through fifteen days from the start of Normandale's term. The high school is responsible for notifying the director of any students who wish to add or drop courses in a timely

manner. Students who wish to leave a course after the drop period may withdraw up until 80% of the course has elapsed. Students are advised to meet with their instructor and/or guidance counselor and talk to a Normandale advisor or counselor prior to withdrawing to ensure that they maintain satisfactory academic progress.

Satisfactory Academic Progress

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

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

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

Transcripted College Credit

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

Student Handbook

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

See Appendix F for the student handbook.

College Policies

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

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

Appendices

Appendix A: NACEP Accreditation Standards

Effective January 1, 2011

Curriculum Standards

- C1** Courses administered through a concurrent enrollment program (CEP) are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
- C2** College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.
- C3** Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.

Faculty Standards

- F1** CEP instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.
- F2** The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.
- F3** The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation.
- F4** CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, nonparticipation in CEP training and/or activities).

Student Standards

- S1** The college/university officially registers or admits CEP students as degree seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CEP on official college/university transcripts.
- S2** The CEP ensures its students meet the course prerequisites of the college/university.
- S3** The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.

Assessment Standards

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

Program Evaluation Standards

- E1** The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.
- E2** The CEP conducts an annual survey of CEP alumni who are one year out of high

school. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.

E3 The CEP conducts a survey of CEP alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.

E4 The CEP conducts surveys of participating high school instructors, principals, The CEP conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data. ^v

Appendix B: Policy 3.21



College Policy

Chapter Number: 3

Name: Educational Policies

Policy Number: 3.21

Policy Name: Concurrent Enrollment Policy

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

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

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

Part 1: Definition

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

Part 2: Statutory Requirements

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

Part 3: Accreditation Requirements

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

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

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

Part 4: Local Requirements

Subpart A: Course offering

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

Subpart B: Contract

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

Subpart C: Class cancellation

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

Subpart D: Student Adherence to College Policies

Students participating in the concurrent enrollment program are Normandale Community College students and, as such, must adhere to the all college policies:

<http://www.normandale.edu/procedures>

Subpart E: Faculty Mentor Assignments

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

Subpart F: Faculty Mentor Responsibilities

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

Subpart G: High School Instructor Non-Compliance

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

Policy History

Date of Adoption: 02/19/09

Date of Implementation: 02/19/09

Date and Subject of Revisions: 04/26/18

Next Review Date: TBD



Concurrent Enrollment Program: High School Instructor Application

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

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

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

If you have questions, please contact Robb Lowe, director of K-12 partnerships and Perkins, via phone at 952-358-8520 or email robert.lowe@normandale.edu.

Concurrent Enrollment Program: High School Instructor Application

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

Instructor Name: _____

High School Name: _____

High School Address: _____

Instructor Email: _____ Instructor Phone #: _____

Instructor Education:

Please attach a resume and official graduate transcripts.

Master's Degree: _____

Conveying Institution: _____

Number of Graduate Credits in Field: _____

Instructor Licensure: _____

Proposed Concurrent Enrollment Courses:

Signature: _____

Date: _____

To be completed by the academic division dean:

___ This instructor (_____) possesses the credentials to teach the following course(s):

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

___ This instructor does not possess the necessary credentials.

Signature: _____

Date: _____

If applicable, include the professional development plan here:



Concurrent Enrollment Program: Faculty Mentor Site Visit Form

Instructions for the faculty mentor: Please complete this form, discuss your comments with the high school instructor, and note any resulting actions. Sign and date the form, have the instructor sign and date it, and send an electronic copy to your dean and to the director of K-12 partnership programs. If any concerns arise as a result of your visit, contact your dean and the director of K-12 partnership programs immediately.

Faculty mentor: _____ Department: _____

Instructor: _____ High School: _____

Course Name & Number: _____

Number of Credits: _____ Date of Visit: _____

Criterion and Associated NACEP Standard	Meets Expectations	Needs Improvement
The course content is the same as that of the college’s on-campus course. (C3) <i>Comments:</i>		
The syllabus is reflective of the college course. (A1) <i>Comments:</i>		
The course reflects the pedagogical, theoretical, and philosophical orientation of the sponsoring academic division. (C2) <i>Comments:</i>		

Criterion and Associated NACEP Standard	Meets Expectations	Needs Improvement
The course assignments have the same rigor and depth as the college course. (A1) <i>Comments:</i>		
Students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs) as their on-campus counterparts. (A3) <i>Comments:</i>		
Grades reflect college grading standards. (A2) <i>Comments:</i>		

Please discuss the following:

- ***Aspects of the course that went well:***

- ***Ideas for improving the course:***

- ***Student comments about the course:***

- ***Any additional thoughts or comments:***

I am satisfied that the Normandale curriculum is being delivered successfully in this class:

_____ **Yes** _____ **No**

If you responded “no” above, please provide specific reasons why you are not satisfied below, or feel free to attach additional pages:

Faculty Mentor Signature

Date

Instructor Signature

Date

Appendix E: Sample Income Contract

F.Y.	Cost Center	Obj. Code	Amount	Vendor #	P.O. #

STATE OF MINNESOTA

Normandale Community College

MINNESOTA STATE COLLEGES AND UNIVERSITIES

INCOME CONTRACT

This contract is by and between Independent School District **XXX** (hereinafter "SCHOOL DISTRICT") and the State of Minnesota acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of Normandale Community College (hereinafter "COLLEGE").

WHEREAS, the SCHOOL DISTRICT has a need for a specific service; and

WHEREAS, the COLLEGE, is empowered to enter into income contracts pursuant to Minnesota Statutes, Chapter 136F;

NOW, THEREFORE, it is agreed to provide **Concurrent Enrollment Programming:**

I. DUTIES OF COLLEGE. The COLLEGE agrees to provide the following:

Enter into this agreement for services to be provided under contract with the SCHOOL DISTRICT.

- Adhere to all Minnesota State, Higher Learning Commission (HLC), and National Alliance of Concurrent Enrollment Partnerships (NACEP) policies and standards.
- Approve high school instructors in accordance to Minnesota State, HLC, and NACEP credentialing guidelines.
- Provide orientation and professional development as it relates to the discipline and the concurrent program to the high school instructors.
- Select and assign faculty mentors with appropriate academic credentials to mentor high school instructors for agreed upon courses.
- Identify the course materials to be used.
- Communicate student eligibility requirements to the SCHOOL DISTRICT.
- Participate jointly with SCHOOL DISTRICT personnel in the planning and implementation of information sessions for students.
- Provide placement testing administration training to the SCHOOL DISTRICT and cover the cost of the instrument.
- Notify the high school of applicants who fail to meet minimum eligibility.
- Work with the SCHOOL DISTRICT to complete ability to benefit waivers for appropriate students.
- Register students for classes not to exceed established maximum enrollment per course as specified in the COLLEGE faculty labor contract.

- Provide courses and access to learning resources, including the library and learning management system (D2L Brightspace).
- Ensure that the Student Survey of Instruction is completed for each course.
- Deliver other periodic surveys, as required by NACEP.
- Post grades to the students' college transcript upon receiving them from the SCHOOL DISTRICT.
- Award college credit to eligible students upon successful completion of courses.
- Participate jointly with SCHOOL DISTRICT personnel in periodic meetings to discuss the program.
- Create invoices for the SCHOOL DISTRICT for concurrent coursework.

DUTIES OF SCHOOL DISTRICT. The SCHOOL DISTRICT agrees to provide the following:

- Provide qualified faculty to teach concurrent courses at the high school. All faculty will remain employees of the SCHOOL DISTRICT.
- Provide textbooks and other required course materials after approval by the COLLEGE faculty mentor.
- Be responsible for publicity, marketing, recruiting and selecting students to participate in the program.
- Participate jointly with COLLEGE personnel in the planning and implementation of an information session for students.
- Recommend and authorize enrollment/course selection for eligible high school students for college credit as defined in Minnesota Statutes 124D.09.
- Arrange educational accommodations as needed.
- Provide to the COLLEGE all completed student application materials, including transcripts, class rank and/or nationally normed test scores.
- Administer placement testing.
- Provide ability to benefit waivers as appropriate for students who fail to meet minimum eligibility for the COLLEGE.
- Determine which students are taking courses for college credit and communicate that information to the COLLEGE via an official student roster.
- Ensure that at least 50% of the students in the concurrent course are taking it for college credit. If fewer than 50% of the enrolled students are not taking the course for college credit, it cannot be a concurrent enrollment course.
- Provide course grades to the COLLEGE within one week of the conclusion of the course.
- Participate jointly with COLLEGE personnel in periodic meetings to discuss the program.

II. CONSIDERATION AND TERMS OF PAYMENT.

A. Consideration for services performed related to courses listed in Appendix A by the COLLEGE pursuant to this contract shall be paid by the SCHOOL DISTRICT as follows:

The SCHOOL DISTRICT shall be billed by the COLLEGE at the rate of \$2,500 per course/section the first semester a course is taught and \$2,000 thereafter. See Appendix A for a list of courses.

These rates may change in the future contracts.

B. Terms of Payment. Payment shall be made by the SCHOOL DISTRICT as follows:

Invoices shall be sent to the SCHOOL DISTRICT by October 15 in the fall and March 15 in the spring.

Payments to the COLLEGE for course instruction and administrative fees shall be made by the SCHOOL DISTRICT by December 1 and May 1.

TERM OF CONTRACT. This contract shall be effective on July 1, 2017, **or upon the date that the final required signature is obtained by the COLLEGE**, whichever occurs later, and shall remain in

effect until June 30, 2018, or until all obligations set forth in this contract have been satisfactorily fulfilled, whichever occurs first.

This agreement is effective for the 2017- 2018 Academic Year and may be reviewed on an annual basis and extended through written agreement of both parties.

- III. CANCELLATION. This contract may be canceled by the SCHOOL DISTRICT or COLLEGE at any time, with or without cause, upon thirty (30) days written notice to the other party. In the event of such a cancellation, the COLLEGE shall be entitled to payment, determined on a pro rata basis, for work or services satisfactorily performed.

AUTHORIZED REPRESENTATIVES. The SCHOOL DISTRICT'S Authorized Representative for the purposes of administration of this contract is **Name, Title.**

The COLLEGE'S Authorized Representative for the purposes of administration of this contract is **Robert Lowe, Director of K-12 Partnerships and Perkins.**

Each authorized representative shall have final authority for acceptance of services of the other party and shall have responsibility to ensure that all payments due to the other party are paid pursuant to the terms of this contract.

- IV. ASSIGNMENT. Neither the SCHOOL DISTRICT nor the COLLEGE shall assign or transfer any rights or obligations under this contract without the prior written approval of the other party.
- V. LIABILITY. Each party shall be responsible for its own acts and behavior and the results thereof. The College's liability is governed by the Minnesota Tort Claims, Act, Minn. Stat. § 3.736, and other applicable laws.
- VI. AMERICANS WITH DISABILITIES ACT COMPLIANCE (hereinafter "ADA"). The SCHOOL DISTRICT is responsible for complying with the Americans with Disabilities Act, 42 U. S. C. 12101, et. seq. and regulations promulgated pursuant to it. The COLLEGE IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.
- VII. AMENDMENTS. Any amendments to this contract shall be in writing and shall be executed by the same parties who executed the original contract or their successors in office.
- VIII. GOVERNMENT DATA PRACTICES ACT. Both parties must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by either party in accordance with this contract, and as it applies to all data, created, collected, received, stored, used, maintained, or disseminated by either party in accordance with this contract. The civil remedies of Minnesota Statutes Section 13.08, apply to the release of the data referred to in this Article by either the SCHOOL DISTRICT or the COLLEGE. In the event either party receives a request to release the data referred to in this Article, the receiving party must immediately notify the other and receive instructions from the other party concerning the release of the data to the requesting party before the data is released.
- IX. JURISDICTION AND VENUE. This contract shall be governed by the laws of the State of Minnesota. Venue for all legal proceedings arising out of this contract, or the breach thereof, shall be located only in the state or federal court with competent jurisdiction in Hennepin County, Minnesota.
- X. AUDITS. The books, records, documents, and accounting procedures and practices of either party relevant to this contract shall be subject to examination by the contracting department and the Legislative Auditor.
- XI. OTHER PROVISIONS. (Attach additional page(s) if necessary):

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed intending to be bound thereby.

APPROVED:

1. MINNESOTA STATE COLLEGES AND UNIVERSITIES:

Normandale Community College

By (authorized signature)
Title
Date

2. SCHOOL DISTRICT:

SCHOOL DISTRICT certifies that the appropriate person(s) have executed the contract on behalf of SCHOOL DISTRICT as required by applicable articles, by-laws, resolutions, or ordinances.

By (authorized signature)
Title
Date

By (authorized signature)
Title
Date

3. AS TO FORM AND EXECUTION:

By (authorized college/university/office of the chancellor initiating agreement)
Title
Date

MnSCU008

7/7/03 Revised 11/13/08

Appendix A: Concurrent Courses

Course	College Credit	Max Enrollment	Term	Cost



NORMANDALE
COMMUNITY COLLEGE



Concurrent Enrollment Program Student Handbook

YOUR COLLEGE. YOUR COMMUNITY.

WWW.NORMANDALE.EDU

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“What is Concurrent Enrollment?”

Welcome to the concurrent enrollment program at Normandale Community College! Each year, thousands of students start their college experience with Normandale. When you enroll in a concurrent enrollment course through your high school, you are actually taking a Normandale course! You become a Normandale student and earn both high school and college credit for the course.

When you walk into a concurrent enrollment class, it’s just like you are walking into a Normandale classroom. You will work with the same content as on-campus students, and your teacher be using the same curriculum, assignments, and assessment methods as the college instructors. Concurrent enrollment courses are taught in your high school by high school teachers who have the same expertise that Normandale college instructors have. In addition, your teacher is mentored by a Normandale instructor to ensure that the course is the same as the course you would take on the college campus.



Dr. Joyce Ester, president of
Normandale Community College

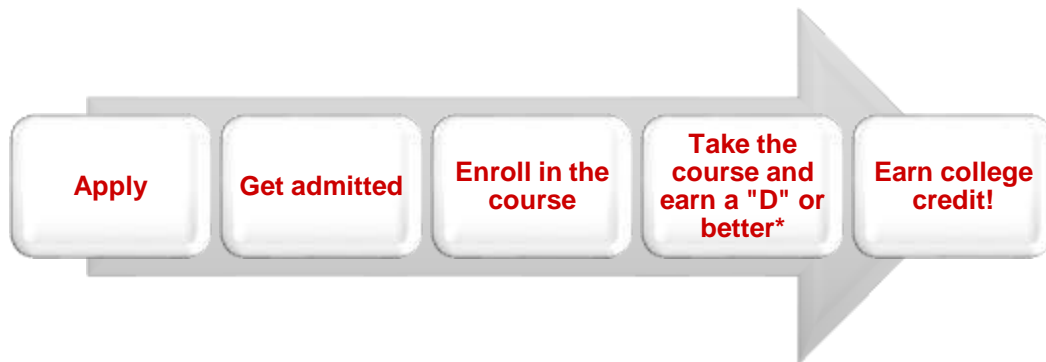
Why Should I Participate?”

Over the years, many students just like you have said that concurrent enrollment put them on a “fast track” to earning a college degree. Some of the benefits are:

- You get a jump-start on college. The college credits you earn can count toward your college degree or certificate.
- You get a competitive edge. College work is harder than high school work, and learning how to do well in college classes is easier when you’re only taking one or two college courses.
- You acquire important academic skills. The critical thinking, reading, and writing skills that you acquire in concurrent enrollment courses will prepare you for success.
- You will demonstrate your learning just as you will in college. College courses typically evaluate what you’re learning in lots of ways: tests, papers, presentations, etc. You will experience many of these in your concurrent enrollment courses.
- You acquire “college knowledge.” Navigating college can be challenging. Taking concurrent enrollment courses will help you to master some of those skills before you get to college.
- It makes college cheaper! Concurrent enrollment courses are **totally free** to you. There are no tuition, fees, or charges for books.

“How Do I Participate?”

Here’s what you do:



(*Please note that – if you earn – an “F” in the course, you will not receive college credit, but this grade is part of your permanent college record.)

“Am I Eligible?”

To be eligible to take a concurrent enrollment course, you must qualify. Your class rank, test score on a nationally-normed test such as the ACT, or grade point average (GPA) will be evaluated.

You will also take one or more online “placement tests,” called Accuplacer tests. These tests will evaluate your current reading, writing, and – in some cases – math skills, to determine if you are ready to take a college level course. Someone at your high school will arrange for you to be tested and will administer the test. If you want to see some sample tests and get some practice, go to:

<https://accuplacer.collegeboard.org>

- Select Practice
- Select the subject sample questions of your choice

Finally, if there are any “course prerequisites,” you must fulfill them. A course prerequisite is a something additional that’s required of you in advance of enrolling a course. Prerequisites can be one or more courses, course readiness assessment results (like a certain score on an Accuplacer test), or other criteria established by college instructors to ensure that you have the preparation you need to be successful. Course prerequisites are included in the course descriptions in the Normandale course catalogue.

Go to: www.normandale.edu

- Select E-Services.
- Select Course Schedules and Catalogs.
- Select Search for Classes.
- Choose the semester, subject and enter course number you would like to search.

If you would like to register for a course that has pre-requisites, the college will determine if you fulfill them. They will notify your high school teacher, who will notify you.

“I’m Going to be a Senior”

If you will be a senior in high school when you take concurrent enrollment courses, the following standards apply to you:

You must be ranked in the top 50% of your class.

OR

Have a score at or above the 50th percentile on any nationally standardized, norm-referenced test such as ACT, SAT, PSAT, PLAN or ITED.

OR

Have at least a 3.0 GPA.

AND

You must place into READ1106 via the Accuplacer test.

AND

You must have satisfied any course prerequisites.

“I’m Going to be a Junior”

If you will be a junior in high school when you take concurrent enrollment courses, the following standards apply to you:

You must be ranked in the top 67% of your class.

OR

Have a score at or above the 70th percentile on any nationally standardized, norm-referenced test such as ACT, SAT, PSAT, PLAN or ITED.

OR

Have at least a 3.5 GPA.

AND

You must place into READ1106 via the Accuplacer test.

AND

You must have satisfied any course prerequisites.

“I’m Going to be a Freshman or Sophomore”

If you will be a freshman or sophomore in high school when you take concurrent enrollment courses, the following standards apply to you:

You must be ranked in the top 90% of your class.

OR

Have a score at or above the 90th percentile on any nationally standardized, norm-referenced test such as ACT, SAT, PSAT, PLAN or ITED.

OR

Have at least a 3.0 GPA.

AND

You must place into READ1106 via the Accuplacer test.

AND

You must have satisfied any course prerequisites.

In some cases, your high school principal may determine that you have the ability to benefit from and succeed in the concurrent enrollment program, even though you don't meet one or more of the standards. In this situation, the principal can fill out an "ability to waiver" form that allows you to be admitted to the program. You must, however, still fulfill any course prerequisites.

Admissions and Registration

In addition to the Accuplacer placement testing, you will complete a Normandale application, provide a high school transcript, and complete a data enrollment form. As part of this process, you will be asked to provide a birth date and, if you choose, your social security number. Your personal information will be secure and will not be shared with anyone. Once your application materials are complete, Normandale's admissions staff will determine if you are eligible for admission. Your high school instructor will tell you whether you have been admitted. If have not been, we will contact your high school to see if you may be admitted based on the ability to benefit waiver.

Registration

Registration for concurrent enrollment courses occurs as part of your regular high school registration. Be sure to discuss your class choices with your high school counselor prior to registration. As a Normandale student, you may register for up to 18 college credits per semester. Registration for 19 or more credits requires written approval from a Normandale academic advisor or counselor. You must register for a course within one class day following the start of your high school term.

Class Cancellation

Normandale policy 3.21, part 4, subpart C, states that the college can cancel a concurrent enrollment class for any reason. In rare instances, Normandale may find it necessary to cancel a class. If this occurs, your high school instructor will notify you.



“How is College Different from High School?”

There are important differences:

High School	College
High school is mandatory.	College is voluntary.
Your time is structured by others.	YOU manage your own time.
Your parents and teachers remind you about your responsibilities and help you set your priorities.	YOU manage your responsibilities and set priorities.
Most classes are arranged for you.	You arrange your schedule.
The school year is typically 36 weeks long.	The school year has two semesters.
You may study 0-2 hours per week, typically for last-minute test prep.	You need to study 2-3 hours for each hour that you are in class, and it includes a lot of outside reading.
You are typically told what you need to learn from assigned readings.	Instructors assume that you have read and understand the assigned material.
Teachers check your completed work.	Instructors don't always check your work, but it is assumed that you can do similar work on tests.
Teachers talk to you if they believe you need help.	Instructors typically expect you to come to them if you need help.
Teachers are often available before, during, and after class.	Instructors have dedicated times when they are in their office – they're called “office hours” – and they often prefer that you talk with them during their office hours.
Teachers often remind you of assignments and due dates.	Instructors expect you to read, save, and consult something called a “course syllabus” (which is explained on the next page) for test dates and assignment due dates.
Testing is frequent and covers small amounts of material.	Testing is often infrequent and covers large amounts of material.
Teachers often arrange test dates to avoid conflict with other school events.	Tests are scheduled without regard for your other classes or outside activities.
You get grades for most of the assigned work.	Some required assignments aren't graded.
Grades are based on homework and tests.	Most grades are based on tests and papers.
Teachers will often reward you for effort.	Effort is assumed, and it will not improve your grade.

Some Additional Important “College Knowledge”

“College knowledge” refers to the ability to navigate a college environment, which includes being able to find or ask about the resources you need. As a Normandale student, it is up to you to advocate for yourself. In order to do this, you will gain access to multiple online resources and tools.

Getting Access – In order to access student resources, you will need the following:

- **Tech ID:** Your Tech ID is an ID number unique to Normandale. It will be sent to you in a letter or to the email address you provided at registration. You will need your Tech ID if you want college staff to look up and retrieve your records. You will also need it and a photo ID to get a Normandale ID card.
- **Star ID:** Your Star ID is a username used throughout the Minnesota State Colleges and Universities system. You will need this to access information technology tools and services. Instructions on how to retrieve and activate a Star ID can be found at www.normandale.edu.
 - Select Admissions
 - Select Get a StarID
- **Office 365:** As a Normandale student, you get Microsoft Office 365 for FREE! Office 365 includes multiple Microsoft applications such as Word, Excel, Power Point, Outlook and more. You can find out more by going to www.normandale.edu.
 - Select Departments
 - Select Finance & Operations
 - Select Information Technology
 - Select Office 365
- **Normandale email address:** Your Normandale email address is hosted through Office 365. The college’s official method of communicating with you is via this email address. As a result, it is important that you set this up as soon as possible. Additionally, you should check it often to make sure you don’t miss important updates. Instructions for setting up an e-mail account can be found on the college website: www.normandale.edu
- **Select Student Email**
- **D2L Brightspace:** This is the college’s online learning management system. You will use D2L to check your grades. Your instructor may also upload course materials and assignments to D2L. In addition, your instructor may have you turn in assignments through a D2L drop box. D2L is accessed through the Normandale website by clicking on the D2L tab on the upper right hand side of the page and entering your StarID and password to log in.

The Course Syllabus

The course syllabus is a document that your teacher will give to you at the beginning of the course. It contains important information, such as your teacher's expectations of you in the course, the types of assignments, key dates, class attendance policy, policy for late work, required text book(s) or other course resources, academic integrity policy, and the grading structure. Think of the syllabus as both a course roadmap and a contract between you and your teacher.

Books

Your books will be provided to you and you will return them when the course is completed.



Student Behavior and Academic Integrity

As a Normandale student, you are responsible for adhering to the college's policies and following its procedures, which may be quite different from those of your high school. It is important for you to understand what's expected of you as a college student, and these expectations are articulated in the college's student code of conduct.

To read the complete code of conduct, go to www.normandale.edu

- Select Current Students
- Select Code of Conduct

It is particularly important you understand that you are expected to act with integrity when doing your coursework. Cheating and plagiarizing violate the student code of conduct and will result in disciplinary action against you.

Cheating includes, but is not limited to

- Use of any unauthorized assistance in taking quizzes, tests or examinations.
- Use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments.
- The acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff.
- Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

"Plagiarism includes but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."(Student Code of Conduct, Article 1, #15.)

Attendance

You are expected to attend all classes and you are responsible for all instruction and coursework. If you are concerned about fulfilling your course obligations because of illness, accident or other unavoidable circumstances you need to talk with your instructor about it as soon as possible. However, in college, instructors are not obligated to provide instruction, make alternate arrangements nor accept late coursework from you. Instructors typically indicate attendance and participation expectations on the course syllabus.

If You Have a Complaint or Grievance

Normandale takes students' complaints and grievances seriously. Our policy and procedures can be accessed at: www.normandale.edu. Type "student complaint" into the search box in the upper right-hand corner and select the first search result.

Services and Resources that are Available for You

As a Normandale student, you may use any of the college resources and services that are available to you. Here are some that may be particularly useful:



Your Normandale Student ID Card

Get your Normandale ID card at the Kopp Student Center information desk. With it, if you come to campus, you'll get access to the tutoring center, the gym, be able to purchase discount movie tickets, and more!

Location: K1417

Hours: Monday – Thursday 8:00 a.m. – 7:30 p.m.; Friday 7:30 a.m. – 4:00 p.m.; closed on Saturday & Sunday

Phone: 952-358-8120

Remember to bring your Tech ID and a photo ID!

The Tutoring Center

Free tutoring support in many areas of study is available in the tutoring center for all Normandale students. Tutoring is available on a walk-in basis. Our tutors do not take appointments. Please bring your assignment, Normandale ID card, and questions about your homework. Please call the tutoring center to see when tutors for your subject area are scheduled.

Office: C2120

Phone: 952-358-8624

The Library

The library provides for needs beyond the classroom with an electronic database catalog and resource system. In addition to the traditional library services such as quiet study spaces, research assistance, and book circulation, thousands of periodical titles are available both in the collection and through on-line databases, and through interlibrary loan. To learn more about the library, and to access its online resources, go the Normandale home page:

www.normandale.edu.

- Select Library

Computer Labs

Normandale has two open computer labs, housing both PCs and Macs. One is located on the third floor of the College Services building in room C3022, and the other is on the first floor of the Partnership Center in P1806. Please call 952-358-8181 for lab hours.

Counseling and Academic Advising

Counselors and advisors will help you with your academic planning, career development, and personal concerns. They are available during the day and in the evening. For more information, please call 952-358-8261 or visit www.normandale.edu

- Select Advising and Services

The Office for Students with Disabilities

The Office for Students with Disabilities provides students with documented disabilities equal access to Normandale courses, programs, and events through appropriate and reasonable accommodations. Please call 952-358-8625 for more information.

The Campus Store

Now that you're a Normandale student, stop by for some gear! The Campus Store has loads of Normandale branded apparel, school supplies, water bottles, and other great stuff.

It's located in the Kopp Student Center and is open
7:45 a.m. – 6:00 p.m. Monday – Thursday,
and 7:45 a.m. – 6:00 p.m. on Friday.
Closed Saturday and Sunday.
Phone: (952) 358-9250



(And yes, this beautiful Japanese garden is really on the Normandale campus.)



Letter Grades: What They Mean

The grade you receive in a concurrent enrollment course is recorded on your college transcript. A transcript documents your permanent academic record. It includes all of the courses you take and the grades you receive in them, any honors bestowed, and degrees conferred. Based upon your performance in the course, you will earn one of the following grades. (Normandale does not confer + and – grades.)

- A:** Superior achievement of course requirements; 4 grade points per credit.
- B:** Above average achievement of course requirements; 3 points per credit.
- C:** Average achievement of course requirements; 2 points per credit.
- D:** Below average achievement of course requirements; 1 point per credit. Courses for which a D is earned are rarely accepted in transfer.
- F:** Failure. Student did not meet minimum course requirements; 0 grade points per credit. (Included in GPA).
- FN:** Failure. Student never attended the course; 0 grade points per credit (included in GPA).
- FW:** Failure. Student attended one or more class sessions but did not complete the course. In the opinion of the instructor, the student did not complete enough assignments and/or course activities to make normal evaluation of academic performance possible; 0 grad points per credit (included in GPA).
- I (Incomplete):** An instructor may assign a grade of I to a student who fails to complete a

course due to circumstances beyond his or her control when the work can be made up without retaking the course. In such cases, it is assumed that the student has fulfilled the majority of class obligations and has missed only an examination or major assignment. The instructor and student will agree upon the work to be completed and the deadline by which it must be done. If the assigned work has not been completed by the end of the following semester, the grade will automatically change to an F.

W (Withdrawal): Please see “leaving a concurrent course,” below.

Leaving a concurrent enrollment course

If you determine that you no longer want to take a concurrent enrollment course for college credit, you must either drop the course or withdraw from it, depending on how much of the high school term has elapsed.

“Dropping” the course: If you decide to leave within the first fifteen days from the start of Normandale’s term you may do so and the course will not appear on your college transcript. This is referred to as “dropping” the class. If the course is year-long you have ten class days into spring term to drop the class. If you want to drop a course, please tell your high school instructor, and they will convey that information to the college.

Withdrawing from the course: If you decide to leave after the “drop” period has elapsed, this is called “withdrawing” from the course, and a ‘W’ (Withdrawal) will appear on your transcript. You may withdraw up until 80% of the length of the course in which you are enrolled. If you are considering withdrawing from a course, please read the “Maintaining Satisfactory Academic Progress” section to ensure you maintain good academic standing. If you decide you want to withdraw from a course, please tell your high school instructor, and they will convey that information to the college.

Maintaining Satisfactory Academic Progress

Your grade point average, or GPA, is determined by adding all of the grade points you earn and dividing by the sum of all credits you attempted in courses. Courses with grades of I or W do not apply toward GPA calculations. Here’s an example:

<u>Course grade</u>	<u># of credits</u>	<u>X</u>	<u>Grade points</u>	<u>=</u>	<u>GPA Points</u>
A	3	x	4	=	12
B	4	x	3	=	12
C	4	x	2	=	8
F	1	x	0	=	0
Totals	12				32

GPA = 32 / 12 = 2.67

It’s important to pay attention to your grades and to talk to your high school instructor or guidance counselor and a Normandale advisor before you decide to withdraw from a class. Normandale and Minnesota State Board Policy 2.9 require that all students make satisfactory academic progress to remain in good standing. This means that you are required to complete a minimum of 67% of the cumulative number of credits for which you register. It also means that you must maintain a certain minimum GPA, depending upon how many credits you’ve taken.

If you've taken:	Your minimum GPA should be:
0 – 15 credits	1.60
15 – 30 credits	1.80
More than 30 credits	2.0

If you don't meet one or both of these minimum standards after one semester, you will be placed on academic probation. After two semesters, you will be placed on academic suspension. The college evaluates satisfactory academic progress at the end of each term. If you fail to make satisfactory academic progress for two semesters, you will be suspended from the concurrent enrollment program. In addition, your academic progress becomes part of your permanent college record, and may affect your future college enrollment.

Ensuring that Your College Credits Get Counted

If you choose to come to Normandale to finish your degree, you won't need to worry about transferring credits because you already have already have a transcript on file.



If you apply to another college or university, be aware that the decision whether to accept your credits in transfer rests entirely with that institution. However, data collected over the years indicates that the vast majority of students successfully transfer their Normandale college credits. To request an official transcript, go to www.normandale.edu, type "transcript" in the upper right-hand search box, and select Transcript Request.

Helping Students Who Come After You

Because Normandale and your high school want this program to meet your needs, you will be asked about your experience. Toward the end of each course, you will be asked to take a survey in which you can anonymously give your instructor feedback about your experience in it. In addition, Normandale may reach out to you after you graduate from high school to gauge the impact of your participation post high school.

Concurrent Enrollment Checklist

- Talk with my counselor about which concurrent enrollment course(s) I should take.
- Complete my Normandale application.
- Take the Accuplacer test(s).
- Get my Star ID.
- Activate my Normandale email account.
- Activate my Office365 account.
- Read the syllabus for my course(s).
- Create a study plan so that I will be successful.
- Familiarize myself with the services and resources that Normandale has for me at www.normandale.edu

**WELCOME
TO
NORMANDALE!**



-
- ⁱ <https://www.leg.state.mn.us/docs/2015/other/151267.pdf>
- ⁱⁱ <http://www.nacep.org/accreditation/standards/>
- ⁱⁱⁱ NACEP. (2015, October). *Accreditation Guide for Peer Reviewers and Applicants*
- ^{iv} <http://minnstate.edu/admissions/pseo/index.html>
- ^v <http://nacep.org/docs/standards/NACEP-Standards-2011.pdf>
- ^{vi} <https://www.hlcommission.org/Publications/dual-credit-programs-and-courses.html>