## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY AND INSTRUCTOR</td>
<td>3</td>
</tr>
<tr>
<td>High School CEP Instructor/Teacher Details</td>
<td>4</td>
</tr>
<tr>
<td>College CEP Faculty Details</td>
<td>5</td>
</tr>
<tr>
<td>High School Partner Details</td>
<td>5</td>
</tr>
<tr>
<td>High School Students:</td>
<td>6</td>
</tr>
<tr>
<td>Definitions</td>
<td>6</td>
</tr>
<tr>
<td>Accreditation</td>
<td>6</td>
</tr>
<tr>
<td>Registration</td>
<td>6</td>
</tr>
<tr>
<td>Pre-requisites and Student Qualifications</td>
<td>7</td>
</tr>
<tr>
<td>Grades</td>
<td>7</td>
</tr>
<tr>
<td>Procedure</td>
<td>7</td>
</tr>
<tr>
<td>Credit Transfer</td>
<td>7</td>
</tr>
<tr>
<td>High School Faculty Qualifications</td>
<td>7</td>
</tr>
<tr>
<td>New Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Professional Development</td>
<td>8</td>
</tr>
<tr>
<td>Syllabus and Course Review</td>
<td>9</td>
</tr>
<tr>
<td>Course Evaluations</td>
<td>9</td>
</tr>
<tr>
<td>Non-Compliance</td>
<td>10</td>
</tr>
<tr>
<td>Contact</td>
<td>10</td>
</tr>
<tr>
<td>COLLEGE SUPPORT</td>
<td>11</td>
</tr>
</tbody>
</table>
FACULTY AND INSTRUCTOR

Curriculum

- **Syllabus**
  - Same or similar to college syllabus
  - Submit CEP and college syllabus to CEP Coordinator
  - Paired student assessment tools from on-campus and concurrent enrollment sections for side by side comparisons (such as final exam, lab exercise, essay assignment, or grading rubric)

- **Course Outcomes**
  - From college approved course outline
  - Colleagues review every year

- **College text**
  - Review every year

Collaboration

- **Contact between colleagues at least once a month**
  - Discuss and review class progress
  - Discuss and review common course assignments

- **Discuss and monitor rigor of student work**
  - Share and discuss assessment of one significant assignment or project

- **Professional Development activity**
  - Design, complete, and document

- **Final student grades submitted to faculty member in time to record before final deadline**

- **Review of student course evaluation**

Student Contact

- **Faculty observes one class session, determined in collaboration with course instructor.**
  - Faculty prepares written observation of the class.
  - Instructor reviews and signs off on written observation.

- **Faculty provides guest lecture to class, determined in collaboration with course instructor.**
High School CEP Instructor/Teacher- Details

- Attends a mandatory CEP orientation session to exchange/discuss the following with CEP College Collaborators:
  - Approved college course outline
  - Approved college faculty course syllabus
  - Current, approved college text information and/or exam copies of the college text
  - School calendars
  - Teaching schedules
  - Contact information
  - Date of first classroom visit
  - Class lists

- Attends a D2L Brightspace (formerly D2L) training workshop during the CEP orientation session in October.
- Attends a minimum of one content-specific, professional development workshop.
- Will contact mentoring faculty with any question that arises regarding the course
- Notifies CEP college faculty of any changes in class list.
- Provides the college faculty collaborator with documentation that ensures each CEP course is equivalent in content and rigor to the same course offered on the college campus. This documentation should include copies of quizzes, exams, and completed homework assignments that are examples of student A-level work, B-level work, and C-level work. A student’s grade in a course is to be based on his/her academic performance on assignments and tests.
- Testing will cover the full curriculum of the course. The college faculty collaborator reserves the right to approve any mid-terms, as well as the final examination. If not approved, the college faculty collaborator must demonstrate that the exam does not evaluate at a college level and/or it is not consistent with the course outline.
- Completes course assessment as required by all MRC faculty.
- Assigns final, whole letter grades to each student on the class list. The final grade list must be submitted to the Records Office by the college faculty for students to receive college credit.
College CEP Faculty- Details

- Attends a CEP orientation session in October to exchange/discuss the following with CEP high school teachers:
- Collaborate with the high school CEP instructor to clarify approved college course outline and outcomes, to create a syllabus for each course, and to verify the syllabus meets college criteria.
- Extend invitations to CEP teachers to participate in appropriate campus-based faculty development activities.
- Meet regularly (face-to-face, email, telephone) with high school CEP instructor and monitor assignments, exams, projects, and instructional effectiveness to ensure course meets the learning outcomes in the MRC course outline.
- Make at least one visit per course and guest lecture if requested by the high school instructor.
- Provide current college text information, course outlines, sample syllabi, sample exams, assignments, and exercises for the high school CEP teacher's use.
- Provide instructors who have taught the course previously with copies of new course outlines, new calendars, schedules, or other information as courses change.
- Create records of site visits and course evaluations per NACEP accreditation requirements.
- Support CEP instructors, giving additional time and attention to instructors new to the program.
- Contribute to the D2L Online Concurrent Enrollment shell.

High School Partner- Details

High School Instructors, Administrators, and Staff:

- Abide by the policies and procedures (e.g. add/drop, withdraw, course alignment) detailed in the CEP handbooks available at: MRC CEP
- Notify parents/students of CEP course offerings and student eligibility.
- To the extent possible, provide counseling services to students and their parents/guardian before students enroll in CEP courses to ensure awareness of risks and possible consequences of enrollment.
- Collaborate with MRC staff to administer Accuplacer test to potential CEP students and/or provide ACT scores to assure compliance with PSEO eligibility requirements.
- Ensure completion of MRC registration forms and verify class rosters.
- Assign final, whole letter grades to each student on the class rosters provided by MRC's CEP staff and share grades with MRC CEP staff for recording.
- Meet regularly (face-to-face, email, telephone) with MRC faculty mentor.
- Collaborate with MRC faculty to align course syllabi, assignments, grading, and assessments and ensure each course meets the MRC learning outcomes.
- Provide MRC CEP staff with a copy of each course's syllabus for transfer purposes.
- Ensure teachers of CEP courses comply with the Minnesota State credentialing policy.
- Assist MRC staff in administering course evaluations for each CEP course in keeping with NACEP accreditation requirements.
- Participate in professional development opportunities offered by MRC in keeping with NACEP accreditation requirements.
High School Students:
- Register within the registration timeline set by MRC.
- Follow add/drop and withdraw policies.
- Adhere to all rules and regulations in the CEP handbook and the MRC student conduct policy.
- Meet all course requirements.
- Observe deadlines, examination times, and other policies and procedures as stated on the class syllabus.
- Attend course meetings as attendance is an important factor for student success in MRC classes.
- Meet Satisfactory Academic Progress each term by maintaining a 2.0 GPA and 67% cumulative completion rate.

Definitions
- Add - Register for a course
- CEP – Concurrent Enrollment Program at Mesabi Range College’s
- Drop - Remove a course from a student’s academic record
- NACEP - National Alliance of Concurrent Enrollment Partnerships
- SAP - Satisfactory Academic Progress (2.0 GPA and 67% cumulative completion rate)
- Withdraw - Remove a class and receive a grade of “W” on the transcript

Accreditation
Mesabi Range College’s CEP program is accredited by The National Alliance of Concurrent Enrollment Partnerships (NACEP), the sole accrediting body for concurrent enrollment partnerships. NACEP accreditation helps programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. For more information on NACEP and to view NACEP’s standards, visit their website (nacep.org/about-nacep/).

Minnesota legislation requires that all Concurrent Enrollment Programs achieve NACEP accreditation by 2020.

Registration
Program Policy
Mesabi Range College and partnering high schools work jointly to enroll students in the appropriate CEP courses and to ensure students meet CEP and MRC course requirements. High schools verify that all students who register for a CEP course meet class ranking or GPA requirements, and both the high school and MRC CEP program verify that students meet course pre-requisites.

Students must follow the calendar for adding, dropping, and withdrawing from courses set by the Mesabi Range College CEP program. Students who do not add a course during the registration window cannot be added at a later date and will not receive MRC credit. Students who do not contact their high school counselor about dropping or withdrawing from a course by the stated deadlines cannot be dropped or withdrawn at a later date, risk receiving an F grade, and risk violating SAP policies.

Applicable NACEP Standards

Student Standard 1: Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.

Student Standard 2: The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
Pre-requisites and Student Qualifications

- Seniors must rank in the top half of their high school class or have a cumulative GPA of 2.5.
- Juniors must rank in the top third of their high school class or have a cumulative GPA of 3.0.
- Sophomores who took the 8th grade MCA reading test and met the composite proficiency level of “meets or exceeds” may enroll in specific career and technical education (CTE) courses.
- Students must also meet all course pre-requisites.

Grades

Program Policy

CEP teachers, in collaboration and consultation with MRC faculty mentors, assign a single whole letter grade for each student. CEP and MRC students do not receive pluses or minuses for final grades. To ensure parity of CEP course grading with regular MRC courses, CEP teachers and MRC mentors will participate in grade norming or assessment comparison activities. Students may possibly receive different grades for their high school and college courses as MRC course guidelines may be more stringent than the high school guidelines.

Applicable NACEP Standards

Assessment Standard 1: The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

Procedure

1. Throughout the course, CEP teachers and MRC mentors communicate regarding grade norming and appropriate assessment, which the MRC mentor documents in the site visit, communication log, and/or course review form.
2. Following dates provided on the CEP calendar, the CEP Coordinator sends final grade sheets to the primary high school contact once the withdrawal date has passed.
3. The primary high school contact shares the final grade sheets with the appropriate CEP teacher, who records a final, whole grade for each CEP student.
4. The CEP teacher sends all completed grade sheets to the CEP faculty mentor by the deadline listed on the CEP calendar.
5. The CEP faculty mentor works with the MRC Records and Registration Office to record the grades on an official MRC transcript.

Credit Transfer

Students must request unofficial and official transcripts online, via U.S. mail, or in-person at MRC to transfer credits to another college or university.

High School Faculty Qualifications

Program Policy

High school instructors who teach college courses in the high school must meet the minimum qualifications set by the Minnesota State College Faculty Association and the Minnesota State Colleges and Universities. See policy on the MinnState credential webpage (minnstate.edu/system/asa/academicaffairs/cfc/index.html). Pursuant to Minnesota State policy, Mesabi Range College may grant emergency credentialing approval for up to two semesters in extreme circumstances. High schools in emergency situations or with long-term substitute teachers covering a CEP course should contact the CEP Coordinator about emergency approval.
Applicable NACEP Standards

Faculty Standard 1: 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.

New Teachers

Program Policy

Faculty mentors assigned to new CEP teachers should promptly contact their new mentees and arrange to complete all initial requirements before the mentee starts teaching the course.

Applicable NACEP Standards

Faculty Standard 2: 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.

Professional Development

Program Policy

The MRC CEP program continually seeks to offer pertinent, useful professional development opportunities for our partnering teachers, and per NACEP standards, all high school CEP teachers must participate in annual professional development opportunities offered by MRC or make alternative arrangements. Examples of MRC’s offerings include the Annual CEP Fall Meeting, and one-on-one training or professional development by an MRC mentor. One-on-one meetings cannot take the place of other professional development unless documented. Alternative professional development may be allowable if the MRC faculty mentor approves, the teacher can provide evidence of attendance, and the CEP Coordinator is provided with an explanation of the activity.

Teachers who do not participate annually in professional development risk warning of non-compliance, and teachers unable to participate for two consecutive years must submit a plan for meeting the expectation the following year. Teachers unable to attend professional development offerings should let the CEP program know how staff can help teachers meet the expectation.

MRC Faculty Mentors must actively participate in and contribute to online and face-to-face professional development.

Applicable NACEP Standards

Faculty Standard 2: Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.

Faculty Standard 3: 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.
Syllabus and Course Review

Program Policy

When a high school requests to offer a CEP course not previously offered at their school, when a high school teacher alters their existing course syllabus, when an MRC mentor notifies a high school teacher that the MRC course outline has changed, or when a new mentor or new teacher is assigned to a course, the MRC faculty mentor must review the CEP course syllabus for correct course descriptions, learning objectives, numbers, titles, and credits. The mentor must certify that the course teaches all MRC course learning objectives and meets NACEP standards listed below.

Applicable NACEP Standards:

Curriculum Standard 1: Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.

Curriculum Standard 2: 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.

Assessment Standard 1: The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

Procedure

1. For new courses: When a high school indicates they wish to contract on a new course, the CEP Coordinator contacts the appropriate MRC Administrator to match with an MRC faculty member. The CEP Coordinator contacts the faculty member to share high school teacher contact information.

2. For other needs under the policy, the faculty mentor initiates a syllabus and course review.

3. Using the “Course Review” form, the faculty member conducts a thorough, detailed review of the proposed course. The reviewer should consider whether the course would align with the same on-campus course offering, analyzing the pedagogical, theoretical, and philosophical orientation; the assessment methods; grading standards; and course rigor.

4. Mentor returns the “Course Review” form, copy of syllabus, and assessment examples to the CEP Coordinator.

5. If after collaboration between the high school teacher and MRC mentor, a course review status is “provisional approval” or “denial,” mentors must contact the CEP Coordinator to discuss the review and any plans by the high school teacher to align the course. The CEP Coordinator will follow up with a notification of non-compliance to the teacher, any appropriate high school staff or administration, and the appropriate MRC dean.

Course Evaluations

Program Policy

Each term, Mesabi Range College will administer course evaluations via email to CEP students in each CEP course. MRC will share course evaluation results only with the CEP teacher although MRC provost reserves the right to review results as they do with MRC faculty. Results will not be used to determine compliance or continuance with the CEP program and are meant to be used by the CEP teacher to improve the CEP course.
Applicable NACEP Standards

Evaluation Standard 1: The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.

Procedure

1. Two weeks prior to the end of each CEP course, Mesabi Range College will email CEP students with a link to the online course evaluation form using the email listed on the CEP registration.
2. At that time, CEP teachers should explain to students what the evaluation is for, ask that they complete it, and assure them that the results are anonymous and will not be shared with the CEP teacher until after final grades are recorded.
3. The link remains active for two weeks before the evaluation window closes. After MRC records all final CEP grades, the CEP Coordinator will share the course evaluation results with the CEP teacher.

Non-Compliance

Program Policy

The MRC CEP program reserves the right to warn CEP teachers when they are not in compliance with program policies and standards. If a CEP teacher does not make arrangements to come into compliance, the CEP Coordinator will give a warning. If a teacher still does not make arrangements to come into compliance, he or she will no longer be eligible to participate in the CEP program.

Applicable NACEP Standards

Faculty Standard 4: The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

Procedure

1. When a CEP teacher does not meet program policy requirements, the CEP Coordinator will email a warning notifying the teacher of his or her non-compliance.
2. CEP teachers must notify the CEP Coordinator of their plans to become compliant.
3. If a CEP teacher does not follow through with plans to become compliant, the CEP Coordinator will send official notification of non-compliance.
4. If the CEP teacher still does not become compliant, the CEP Coordinator or other MRC representative will notify the CEP teacher that he or she is no longer eligible to participate in the CEP program.

Contact

Charlene Norlander Concurrent Enrollment Coordinator
P.O. Box 648
1100 Industrial Park Drive Eveleth, MN 55734 Office: 218-744-7524
Fax: 218-744-7466
Email: c.norlander@mesabirange.edu
COLLEGE SUPPORT

Who has the answers to your questions?

CEP Coordinator/Advisor:

- Courses offered, semester, enrollment
- Student eligibility
- Scheduling assessment testing (and retesting)
- Registering students
- Drop/Add, Withdrawal
- Student course evaluation
- Instructor CEP evaluation
- Deadlines for setting up CEP courses
- CEP contract
- Class lists
- Orientation
- Faculty and instructor responsibilities and documentation
  - Site Visit Report
  - Professional Development Activity
  - Assessment
  - Contact log
  - Non-compliance
- D2L Brightspace resource and repository
- Classroom and curriculum
- Teacher qualifications
- Due date for final course grades
- Monitoring and Responding to NACEP, MinnState, HLC requirements