



## **Concurrent Enrollment Program (CEP)**

**High School Instructor  
College Faculty**

### **2017-2018 Resource Guide**

---

Tammy Cook, CEP Coordinator  
218.285.2265  
[Tammy.Cook@rainyriver.edu](mailto:Tammy.Cook@rainyriver.edu)

Brad Krasaway, CEP Advisor  
218.285.2208  
[Brad.Krasaway@rainyriver.edu](mailto:Brad.Krasaway@rainyriver.edu)

Amy Amundsen, CEP Advisor/Assessment Coordinator  
218.285.2226  
[Amy.amundsen@rainyriver.edu](mailto:Amy.amundsen@rainyriver.edu)

## Table of Contents

INTRODUCTION.....	3
PSEO ELIGIBILITY CRITERIA.....	3
COLLEGE DUTIES.....	5
HIGH SCHOOL DUTIES.....	7
OTHER PROVISIONS.....	9
REGISTERING FOR CONCURRENT ENROLLMENT COURSES.....	10
CHANGES TO COURSE SCHEDULE.....	11
REQUESTING AN INCOMPLETE.....	12
FAILING A CEP COURSE.....	12
STATEMENT OF ACADEMIC INTEGRITY.....	13

## INTRODUCTION

It is understood that the goals of the Concurrent Enrollment Program (CEP) can best be accomplished if HIGH SCHOOLS and COLLEGES collaboratively establish long-term working relationships to develop and improve delivery of services to the high school students.

The governing policies of the CEP program and this Agreement are established by law and the Minnesota State Board of Trustees, which include the following general provisions that are considered to be minimum requirements ([Minnesota State System Policy, Chapter 3 Section 5](#)):

### **Post-Secondary Enrollment Options Program or “PSEO.”**

The Post-Secondary Enrollment Options Program is the program established by Minnesota Statutes section 124D.09 to "promote rigorous educational pursuits and provide a wider variety of options for students." Through PSEO, high school students may earn both secondary and postsecondary credit for college or university courses completed on a college or university campus, at a high school, or at another location.

### **PSEO Concurrent enrollment course.**

A PSEO concurrent enrollment course is a college or university course made available through the PSEO program, offered through a secondary school, and taught by a secondary teacher.

### **PSEO Expectations.**

Minnesota State colleges and universities shall provide opportunities for students to participate in the Post-Secondary Enrollment Options Program. Students shall be admitted according to criteria that promote progress through college-level coursework and that augment their continued academic growth consistent with board policies and system procedures.

**Enrollment on Campus.** Enrollment of PSEO students in courses on a college or university campus shall be allowed on the basis of available space as defined by the college or university.

### **Compliance with Standards**

Colleges and universities shall require PSEO students to perform to the college's or university's academic and student conduct standards.

### **Developmental Courses**

Colleges and universities shall not enroll students in developmental courses through PSEO.

## **PSEO ELIGIBILITY CRITERIA**

- Student must be a high school sophomore, junior, or senior in good standing at a public, nonpublic, home school, or American Indian-controlled tribal school.
- Sophomores may enroll in one Career or Technical Education (CTE) course at a Minnesota State college or university if they have attained a passing score or met the 8th grade standard on the 8th grade Minnesota Comprehensive Assessment in reading and meet other course prerequisites or course enrollment standards established by the college. These standards include but are not limited to assessment test scores, program admission or other requirements.

- Juniors must be ranked in the top-third of their class, or have a 3.0 end-of-year cumulative GPA, or score at or above the 70th percentile on a test, such as the ACT or SAT. Students must test into college courses numbered 1000 or above on placement tests in reading, English, and math (if you are taking your math course at RRCC).
- Seniors must be ranked in the top-half of their class, or have a 2.5 end-of-year cumulative GPA, or score at or above the 50th percentile on the ACT or SAT. Students must test into college courses numbered 1000 or above on placement tests in reading, English, and math (if you are taking your math course at RRCC).

# **COLLEGE DUTIES**

## **Concurrent Enrollment Agreement**

### **2017-2018 Academic Year**

**The COLLEGE shall:**

**Ensure that the coordinator:**

- Provides necessary registration, drop-add, and withdrawal information.
- Provides students with information outlining student responsibilities (including their responsibility to communicate with their high school about their academic performance in CEP courses) and describing available academic and student support services. This information, in print or electronic form, may be provided to the high school for subsequent distribution to the students. It may also be available online or through student orientation sessions (Minnesota State Board Policy Chapter 3.5.1 Part 3 Subpart A).
- Provides necessary Student-Parent Agreement and Student Information Forms.
- Provides necessary Drop/Add and Withdrawal Forms.
- Maintains records documenting each CEP course.
- Provides evaluation tools for the purpose of evaluating each college faculty collaborator, as well as the program in general.

**Ensure that the assessment coordinator:**

- Provides the means for college readiness assessment testing for potential CEP students twice each academic year, in cooperation with HIGH SCHOOL guidance and counseling personnel.
- Makes arrangements for students to take assessment tests on the college campus, when geographically feasible.

**Ensure that the records office:**

- Creates course lists and grade sheets.
- Makes appropriate record adjustments for students in accordance to Drop/Add and Withdrawal policies.
- Makes grades available to students approximately three weeks after the semester ends.
- Provides student transcripts upon receipt of written request and fee payment.
- Maintains college course records for high school students, and awards college credit for successfully completed courses.

**Ensure that each college faculty collaborator:**

- Supports the high school CEP teachers, giving additional time and attention to teachers new to the program.
- Initiates an orientation session with new high school teachers and initial contacts with experienced teachers at the time of the CEP assignment (Minnesota State System Procedures Chapter 3.5.1 Part 4 Subpart D Number 1).
- Collaborates with the high school CEP teacher to clarify the approved college course outline and to create a course syllabus for the CEP course.
- Provides current college text information and/or exam copies of the text, course outlines, sample syllabi, sample exams, assignments, and exercises for the high school teacher's use.
- Provides teachers who have taught the course previously with copies of new course outlines, new calendars, schedules or other information as courses change.
- Collaborates with high school CEP teachers to assure that assessment meets college criteria.

- Provides college course lists and grade sheets to the high school CEP teacher.
- Visits the class during the semester to observe teaching and student response to instruction, meeting with the teacher after each classroom observation. Classes taught by high school CEP teachers who have taught the course previously will be visited once, while classes taught by high school CEP teachers who have not taught the course previously will be visited twice.
- Meets regularly (face-to-face, ITV, online, by telephone, etc.) with the high school CEP teacher and monitors 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 students are held to college-level standards (Minnesota State System Procedures Chapter 3.5.1 Part 4 Subpart D Number 1).
- Arranges to guest lecture twice during the semester for courses of both new and experienced CEP teachers, if requested in writing to do so by the high school teacher.
- Submits to the CEP coordinator and to the high school principal, a brief written report of each meeting and a final written report at the end of the semester for each CEP course assigned.
- Reviews selected graded assignments, tests and papers.
- Confers with the high school CEP teacher not less than once per month and is available to the high school teacher by phone, e-mail, or other means.
- Extends to high school CEP teachers, invitations to participate in appropriate campus-based and/or program-specific faculty development activities (Minnesota State System Procedures Chapter 3.5.1 Part 4 Subpart D Number 2).

# HIGH SCHOOL DUTIES

## Concurrent Enrollment Agreement 2017-2018 Academic Year

**The HIGH SCHOOL shall:**

**Ensure the following program logistics:**

- By March 1 of each year, provide general information about the CEP to all students in grades 8, 9, 10, and 11 enrolled in their high school (MN Statutes, Section 124D.09, Subdivision 7).
- Anytime January-March, coordinate for assessment testing, at the providing the COLLEGE if geographically feasible.
- By April 1 of each year, return to the COLLEGE's CEP coordinator, the completed Course Proposal Application to request courses for the following academic year and to provide the start and end dates for both semesters of the high school calendar.
- Several weeks prior to the scheduled assessment test date, have students each complete a Student Information Form. (These students are those scheduled to take the assessment test and who may potentially be enrolling in a CEP course the following academic year.)
- No later than two weeks prior to the scheduled assessment test date, send completed Student Information Forms to the COLLEGE's CEP coordinator.
- By May 15 of each year, send to the COLLEGE's CEP coordinator, the completed Student-Parent Agreement Forms.
- By May 15 of each year for Fall Semester, and by December 1 of each year for Spring Semester, send enrollment lists to the COLLEGE'S CEP coordinator.
  - The enrollment list for each CEP course offered shall include the full name of each student who plans to enroll in the course, with the understanding that in order to be listed, the student meets the criteria to be eligible for participation in a CEP course (see "Student Qualifications" section).
  - In order to complete an assessment test, the student must provide a completed Student Information Form.
  - In order to register for a course, the student must have met CEP program requirements and course pre-requisites, and provide a completed Student-Parent Agreement Form.
- Assist in student compliance with the Drop/Add and Withdrawal Policies (see "Other Provisions" section), sign off on forms as student advisor, and forward completed forms to the COLLEGE's CEP coordinator.
- To the extent possible, provide counseling services to students and their parents or guardian before students enroll in CEP courses. This ensures that the students and their parents or guardian are fully aware of the risks and possible consequences of enrolling in CEP courses.
- Provide all textbooks and other instructional materials/equipment required for the course as these are described in the course syllabus.

**Ensure the following course scheduling requirements:**

- The maximum enrollment of a course with a CEP component is to be the same as it is for other, similarly structured courses in the high school, and the total enrollment (CEP students and non-CEP students combined) must not exceed the course maximum established by the providing COLLEGE.

- HIGH SCHOOLS will have the option to run courses with enrollment fewer than ten students, but only after consultation with and approval from the providing COLLEGE prior to the start of the semester.
- CEP courses should be scheduled at times not normally used for school sports and activities to minimize absences due to school related activities.

**Ensure that each high school CEP teacher does the following:**

- Creates a course syllabus for the CEP course in collaboration with the college faculty. This is to be completed and shared with the college collaborator no later than one month prior to the first day of the CEP course. This syllabus is to be provided to each student within a maximum of one week after the first class meeting (Minnesota State Board Policy, Chapter 3.22 Part 3). The syllabus needs to contain the components outlined in the COLLEGE's Concurrent Enrollment Course Syllabus Guidelines, and other requirements as may be established by the HIGH SCHOOL.
- 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 their 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.
- Assigns final, whole letter grades to each student on the class list, which is provided by the college faculty collaborator. This completed grade sheet is to be signed and sent to the college faculty collaborator immediately after the semester ends.

**Ensure the following program support:**

- Schedule high school CEP teachers so that they are responsible for no more than two CEP courses per semester, unless approved by the Provost of the providing COLLEGE.

## OTHER PROVISIONS

The following is to be understood and agreed to by both the HIGH SCHOOL and COLLEGE:

### Teacher Qualifications

- The minimum qualifications for CEP instructors shall be the system established credential fields and minimum qualifications for faculty, as designated in Minnesota State Board Policy 3.32 and System Procedure 3.32.1 College Faculty Credentialing. Exceptions to this requirement must fall under the provisions of the “Timeline & Approval Process for CEP Teacher Professional Development Plans” and the “Professional Development Plan for CEP Teachers” must be used (refer to documents, attached).
- The CEP HIGH SCHOOL shall forward a completed High School CEP Teacher Application, copies of transcripts and a resume to the providing COLLEGE’s CEP coordinator. Repeat teachers need to submit updated documentation if they further their education and earn credentials to teach in a different discipline.
- Each high school teacher selected to teach a CEP course requires the approval of the teacher’s principal and of the college based on the recommendations of its faculty (Minnesota State System Procedures Chapter 3.5.1 Part 4 Subpart E).

### Student Admissions Requirements

- See PSEO ELIGIBILITY CRITERIA, above.
- If the high school does not keep class ranking, eligible students are juniors with a score at or above the 70th percentile on a nationally standardized, norm-referenced test and seniors with a score at or above the 50th percentile on a nationally standardized, norm-referenced test.
- If the high school does not keep class ranking and no standardized test score is available, eligible students are juniors with a GPA of 3.00 or better and seniors with a GPA of 2.50 or better. (This is pursuant to Minnesota State System Procedures Chapter 3.5.1 Part 2 Subpart A Number 3, which allows documentation other than that specified above).
- Potential CEP students must participate in assessment testing in reading, English (determined from reading assessment), and mathematics prior to course registration, and CEP students must place at or above college level in reading and English skills. (A student can take this assessment test up to twice each year.)
- Potential CEP students can also meet college-readiness admissions standards by achieving established minimum ACT, SAT, and/or MCA assessment scores.
- CEP students must meet the required prerequisites for each course in which they wish to enroll, before their course begins.
- A student who does not meet the admissions standards indicated above may petition for admission to the providing COLLEGE after an admissions review process. This decision is based upon a completed Student Petition Form which includes a signed statement by the HIGH SCHOOL Principal. This statement needs to provide evidence of the student’s readiness and ability to perform college-level work as well as the indication that the student could benefit from college courses and is recommended for admission.
- All student petitions will be reviewed in accordance to the procedures outlined in the providing the COLLEGE’S admissions review process.

### Exception Requirements

- A high school that wishes to have a college offer a PSEO concurrent enrollment course to its students, but cannot generate sufficient enrollment to offer that course only to CEP students, may request approval for an exception from the provost of the college. The provost of the college shall approve or deny the request after the appropriate college consultation process (Minnesota State System Procedures Chapter 3.5.1 Part 4 Subpart H). Requests from high schools must be received by July 1 of each year for Fall Semester and December 1 of each year for Spring Semester.
- Enrollment of CEP students in a course will be greater than the enrollment of non-CEP students (Minnesota State System Procedures Chapter 3.5.1 Part 4 Subpart H Number 2a).
- The non-CEP students enrolled in CEP courses must have taken the assessment test. It is not necessary that the student achieve the prerequisite score required by students enrolled to earn college credit.
- Students may choose to be non-CEP students and not receive college credit, even if they are eligible and qualify for the CEP course.

### Student Requirements

- Potential CEP students shall inform the high school by March 30 of each year of the student's intent to enroll in CEP courses during the following school year. (This is to assist in planning. A student is not bound by notifying or not notifying the district by this time.) [See Minnesota Statute, 124D.09 Post-secondary Enrollment Options Act, Subd 7.]
- Potential CEP students must return to their high school guidance counselor their completed Student Information Form and Student-Parent Agreement Form.
- Potential CEP students must indicate the courses in which they intend to enroll by way of the high school's designated registration system.
- The COLLEGE's Drop-Add and Withdrawal Policy applies to enrolled CEP students. It is understood that adjustments will be made to the student's record by the COLLEGE's records office in accordance to the Drop/Add and Withdrawal policies outlined below.

## REGISTERING FOR CONCURRENT ENROLLMENT COURSES

1. Students meet with their high school counselor to determine eligibility.
2. Students complete and sign the RRCC Application for Admission.
3. Students complete and sign the MN DOE PSEO Notice of Student Registration.
4. Students submit these forms to their high school counselor's office.
5. High school counselor will complete the GPA and test score portion of the **CEP Guidance Counselor Form**.
6. Counselor contacts RRCC CEP Assessment Coordinator to schedule testing for potential CEP and PSEO students.
7. Counselor contacts RRCC CEP Advisor to schedule a date at the high school to register CEP students.
8. College CEP Advisor verifies student registration forms and eligibility for CEP courses.
9. College CEP Advisor brings registration forms to Rainy River and completes registration process.

All PSEO students, including those enrolled in the Concurrent Enrollment Program (CEP), are expected to perform at the standards to which the institution's non-PSEO students are held accountable.

- Tests and assignments are designed to measure student competence in all course outcomes listed on the course syllabus. Students are expected to demonstrate a college-level degree of competence in all course outcomes to receive credit in the course.
- As with most college courses, students can expect to spend two (2) hours outside of class doing research and homework for every one hours spent in the classroom of a Concurrent Enrollment course. It is the responsibility of the student to complete assignments on time.
- PSEO/CEP students do not need to purchase college textbooks. For CEP, these are purchased by the local school district and remain the property of the school district. Students return the textbooks in accordance with the policies of their high school.
- PSEO/CEP students are encouraged to make the most of their post-secondary options opportunity, including access to the resources available at or through the RRCC library and computer labs.

## **CHANGES TO COURSE SCHEDULE**

### **DROPPING AND ADDING A COURSE**

Students may make a change(s) in their course schedules only through the fifth (5th) class day of the high school's calendar. Dropped classes do not appear on the student's transcript.

### **WITHDRAWAL**

Students may withdraw from courses after the fifth (5th) class day through the final date for official course withdrawal. The final date for official course withdrawal is the last day on which students may officially terminate their enrollment in a course. For courses not on a standard academic semester schedule, such as those courses "stretched" over both fall and spring semesters, the final date for official course withdrawal shall be established as the date on which eighty percent (80%) of the instructional days for the course have elapsed (Minnesota State Board Policy, Chapter 3 Part 3 Subpart A).

Grades of "W" for withdrawal will be recorded on the student's official transcript. No withdrawals from the courses may be made after the final date for official course withdrawal. Withdrawals that are not officially processed through the CEP coordinator and records office will be recorded on the student's permanent record with a grade of "F".

### **FALL Semester, 2017**

Deadline to Drop/Add CEP Courses: September 11, 2017 by 3:00 PM

Deadline to Withdraw from CEP Courses: November 22, 2017 by 3:00 PM

### **SPRING Semester, 2018**

Deadline to Drop/Add CEP Courses: January 29, 2018 by 3:00 PM

Deadline to Withdraw from CEP Courses: April 16, 2018 by 3:00 PM

- The guidance counselor forwards the Drop-Add-Withdraw Form the CEP Advisor for processing with the College Record's Office. **Withdrawals which are not officially processed through the College Records Office will be recorded on the students' transcript as an "F".**

**NOTE: Dropping or withdrawing from a CEP course could affect the student's high school graduation.** If a student drops or withdraws from a CEP course, it is important for him or her to check with the high school guidance counselor to ensure that the student will still meet requirements for high school graduation.

### **REQUESTING AN INCOMPLETE**

Incompletes are rare in college. College students are expected to attend class regularly, complete course work on time, and keep pace with the class. Occasionally, extraordinary circumstances keep students from fulfilling those expectations.

An Incomplete, designated as "I", is a temporary grade that is assigned only in exceptional circumstances when a student cannot complete the work of a course on schedule because of illness or other extraordinary circumstances.

It is the student's responsibility to initiate an Incomplete for a CEP course. Unlike a course Withdrawal, the Incomplete stipulates course work to be completed and a specific deadline for the completion of that work.

**An Incomplete reverts to an "F" at the end of the following term (not including summer sessions) if requirements to complete course work have not been satisfactorily met.** Instructors have the option of setting a later completion date for the student as circumstances dictate.

Occasionally, when the high school semester ends after the college semester, assignments necessary to determine College grade may not be completed or processed by the time College grades are due. In these cases, students will receive the grade of "I". The grades will be changed to the students' earned grades when the CEP grades from the high school become available. Grades of "I", awarded for this reason will not be a part of the students' College academic record.

### **FAILING A CEP COURSE**

#### **Attendance**

Students can fail college courses (on campus, PSEO, CEP, or online) for a number of reasons. However, the most common reason is poor attendance. Once missing class becomes a habit, students can quickly get behind on the material being presented in class, skill and/or knowledge acquisition, and assignments. Assignments that are already challenging because they are college-level become nearly impossible when students don't have the information they need to begin assignments or complete them.

Concurrent Enrollment students are expected to attend all scheduled classes and are responsible for all work missed during excused absences. Students should refer to their high school district policy regarding absences.

#### **Assignments**

As with most college courses, students should expect to spend two hours outside of class doing research and homework for every hour spent in the classroom of a Concurrent Enrollment course. It is the responsibility of the student to complete assignments on time.

### **Final Examinations**

Final examinations are held according to the schedule that is issued by the high school teacher. All students must take scheduled final examinations.

Any circumstances requiring a special examination arrangement other than the exam specifically scheduled must be arranged in accordance to the policy set forth by the school district. Only under extreme circumstances will students be allowed to change final exam dates.

### **Failure**

Students should monitor their CEP grades diligently. Failing a Concurrent Enrollment course could have serious consequences for students, affecting their ability to graduate from high school.

In addition, CEP students should remember that the failing grade will be part of their permanent record and may affecting their GPA and possible acceptance to four-year colleges or universities.

## **STATEMENT OF ACADEMIC INTEGRITY**

### **Statement of Academic Integrity**

Student responsibilities include attending class on-time and prepared, having completed (or at least attempted) all assignments, ready to discuss and explore pertinent issues, and raise questions about matters of interest or issues that you do not understand. Your accomplishments will be a function of your enthusiasm and your efforts.

### **Academic Misconduct and Academic Dishonesty**

Academic misconduct is any act that violates the rights of another student in academic work or that involves misrepresentation of personal work. Academic dishonesty includes, but is not necessarily limited to, the following:

- cheating and plagiarizing (as defined in the student code of conduct)
- submitting the same, or substantially the same, work to meet the requirements of more than one course (unless such submission is approved by the concerned faculty)
- depriving another student of necessary course materials, or interfering with another student's work

### **Academic dishonesty will result in disciplinary action from both the high school and the College.**

Possible consequences include, but are not limited to

- No credit for the assignment or exam
- Immediate failure of the course
- Immediate expulsion from the course or program

Past, present, and prospective students have a right to expect that the College will not condone any action that compromises, undermines, or invalidates the credibility of their academic achievements. Academic dishonesty is defined as any instance in which a student behaves in a manner that adversely affects the integrity of the academic process. Students who consciously choose to violate the standards of academic honesty to benefit themselves and/or others marginalize and devalue the honesty efforts of all other students who are products of this institution. Intentional acts of academic dishonesty also damage the

reputation of the College, the community, the instructors, and fellow students. Examples of such behavior include, but are not limited to, the following:

- Cheating: the use, or attempted use of, unauthorized materials, information, or study aids; unauthorized copying or collaboration
- Plagiarizing: the use of another's words, ideas, or product without appropriate acknowledgement
- Falsifying academic information: the intentional misrepresentation or invention of any information, such as falsifying research, inventing or exaggerating data
- Collusion: to assist another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, to take a test or do an assignment for someone else
- Other Academic Misconduct: to intentionally violate Rainy River Community College's policies, such as tampering with grades; sabotaging another student's work, etc.

It is the policy of Rainy River Community College to resolutely uphold the integrity of its academic programs by actively promoting ethical behavior while sanctioning unethical conduct.

Students should refer to high school and school district policies for more details. The RRCC Code of Conduct and possible Sanctions for Violation can be found in the [Student Guide](http://www.rainyriver.edu/Student%20Life/StudentGuide.2016-2017.pdf)  
<http://www.rainyriver.edu/Student%20Life/StudentGuide.2016-2017.pdf>