



Pine Technical &
Community College

COLLEGE CREDIT IN HIGH SCHOOL



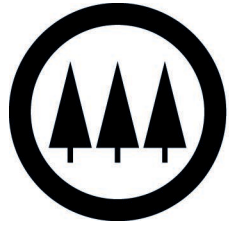
Concurrent Enrollment Handbook

Information for High School Teachers, High
School Administration, and PTCC Faculty Mentors



Pine Technical &
Community College

CONCURRENT ENROLLMENT PROGRAM



Pine Technical & Community College

Dear PTCC High School Partner:

We are pleased to have you join us in delivery of the PTCC Concurrent Enrollment Program. At Pine we strive to focus on the individual student and support their specific educational journey. You are joining a legacy of student commitment. Pine is special because our unique size allows us to personally connect with students and their individual stories, while delivering the most affordable high-quality programming in Minnesota. This handbook will help provide the tools needed to be part of this legacy.

Have a great year!

All the best,

Joe Mulford

Joe Mulford
President
Pine Technical and Community College

MISSION

Known for innovation and inclusive contributions that strengthen communities, we make college possible for those starting out or starting over. Whether a student seeks a career program, new skills or general education transferable to another college or university, PTCC is an excellent choice.

VALUES

Student-focused
Passionate
Inclusive,
Respectful
Innovative
Transparent



*Pine Technical & Community College,
a member of Minnesota State*

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CONCURRENT ENROLLMENT HANDBOOK

The Concurrent Enrollment handbook is a reference for Concurrent Enrollment teachers, high school administration, staff and Pine Technical & Community College (PTCC) Faculty Mentors. At any point, if you need assistance with any Concurrent Enrollment issue, we strongly encourage you to contact us. The array of course offerings continues to grow. We are expanding our offerings in the Liberal Arts and Sciences along with Technical Program areas.

The colleges and universities of Minnesota State remain firmly committed to helping Minnesota's secondary students prepare for and successfully make the transition to college, regardless of when that transition begins. The opportunity for high school students to challenge themselves with college-level courses without leaving their high school campus would not be possible without motivated and enthusiastic high school teachers.

PTCC has developed a Concurrent Enrollment webpage where the handbook will be posted and other documents are available. In addition, you will be able to locate a list of our Concurrent Enrollment partners and information for students, parents, and secondary partners. www.pine.edu/concurrent

Your Key PTCC Contacts

Concurrent Enrollment Program Staff

Kierstan Peck

Dean of Outreach and Strategic Partnerships Kierstan.peck@pine.edu 320-629-5180

Jen Rancour

Director of Dual Enrollment Jen.rancour@pine.edu 320-629-5189

PTCC'S CONCURRENT ENROLLMENT PROGRAM

What is Concurrent Enrollment?

Concurrent Enrollment Programs and partnerships provide high school students the opportunity to take college credit-bearing courses. Students registered for a Concurrent Enrollment course are able to take college level courses taught by their own high school teachers without having to leave their high school. Students receive a high school and a college grade for their Concurrent Enrollment course.

There are many benefits to students taking advantage of Concurrent Enrollment options while in high school:

- Get a jump start on a degree at PTCC or transfer the credit to another college
- Explore future careers, and in some cases, earn industry-recognized certifications and credentials
- Receive "dual credit" to apply toward both their high school diploma and their future college degree
- Opportunity to earn a certificate, diploma, or degree from PTCC before they graduate from high school
- Experience the rigor of college curriculum at no cost to students and their families
- Have a smoother transition when entering college or the workforce after high school graduation

By the Numbers

PTCC has the second lowest tuition in the state of Minnesota. A typical 3 credit course costs a student \$522 (not including fees and textbooks). Below are a few highlights from the students enrolled in PTCC's Concurrent Enrollment Program:

- **1,270** – total number of students enrolled in PTCC's Concurrent Enrollment Program
- **5,501** – total credits earned
- **\$969,504 thousand** – collective cost savings to students and their families

NACEP Accreditation

The National Alliance of Concurrent Enrollment Partnerships (NACEP) works to ensure that college courses offered by high school teachers are as rigorous as courses offered on the sponsoring college campus. As the sole accrediting body for Concurrent Enrollment partnerships, NACEP helps these programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development (www.nacep.org/about-nacep).

The PTCC Concurrent Enrollment Program received NACEP accreditation in on April 19, 2022. See **Appendix A** for NACEP Standards.



STUDENT INFORMATION

Student Select for Success – The Right Students for the Right Reasons

PTCC partners with school districts throughout Minnesota to prepare students to learn essential skills and earn college credit through a variety of Concurrent Enrollment options. To participate in Concurrent Enrollment courses, students must meet eligibility requirements established by Minnesota State and PTCC, and satisfy PTCC prerequisites, which may include a satisfactory placement score for reading and math, indicated by the college’s recognized placement exams.

Because these courses are rigorous college-level courses, students should be motivated and ready for the challenge of balancing college coursework with their high school courses and the demands of being a high school student.

Indicators of Success:

Academic skills or standing:

- Satisfactory attendance record
- Successfully completes related high school coursework
- Completes all assignments by due date, including assigned readings
- Demonstrates self-motivation as a learner
- Applies classroom learning to real-life cases, observations and service learning
- Meets all eligibility requirements as set forth by Minnesota State and PTCC

Personal traits/dispositions:

- Demonstrates respect for others
- Exhibits intellectual curiosity and openness to new ideas
- Works well as part of a team
- Demonstrates honesty and ethical decision-making
- Willingness to devote several hours each week outside of class to study, review, and prepare for coursework

Maturity:

- Demonstrates self-advocacy and communication of needs
- Successfully manages academic, work, extracurricular, and other commitments
- Takes responsibility for their learning and success

Student Eligibility

Seniors

- Be in the upper one-half of class or have a test score at or above 50th percentile on any nationally standardized, norm-referenced test such, or
- Have a high school GPA of 2.5 or higher, and
- Meet course placement requirements as determined by assessment score (such as ACCUPLACER, ACT, MCA), or multiple measures indicators (such as high school GPA)

Juniors

- Be in the upper one-third of class or have a test score at or above the 70th percentile on any nationally standardized, norm-referenced test, or
- Have a high school GPA of 2.6 or higher for general education courses or a GPA of 2.5 or higher for career and technical education courses, and
- Meet course placement requirements as determined by assessment score (such as ACCUPLACER, ACT, MCA), or multiple measures indicators (such as high school GPA)

Sophomores and Freshmen

- Have a favorable recommendation from a designated high school official to enroll in Concurrent Enrollment courses, and
- Have a high school GPA of 3.0 or higher for general education and career and technical education courses, and
- Meet course placement requirements as determined by assessment score (such as ACCUPLACER, ACT, MCA), or multiple measures indicators (such as high school GPA), and
- The school district and the eligible postsecondary institution providing the course agree to the student's enrollment (documentation must be on file at both schools indicating mutual agreement)

Other considerations,

- The course is a world language course currently available to 11th and 12th -grade students, and consistent with Minnesota Statutes, section 120B.022 governing world language standards, certificates, and seals.

PTCC places the onus of verifying the enrollment eligibility of students taking its courses on the partner high school.

Student Appeals and Waivers

Students who wish to take a Concurrent Enrollment course, but do not meet eligibility requirements, and a counselor/administrator/teacher within the discipline feels they can be successful, may appeal. A student must submit an appeal form, with all required documentation and signatures to be considered.

- Submission of an appeal form does not guarantee course registration.
- While June 1st is the suggested deadline for appeals, students may submit appeals 4 weeks prior to the start of the course(s) for which they are appealing.
- Student must meet any course placement requirements (Accuplacer, ACT, MCA, ACT)

PTCC Application

All students considering enrolling in a PTCC Concurrent Enrollment class should first apply to the college. In most cases, this should be done the spring prior to the academic year in which a student plans to take the course. Many high school counselors will assist students with their college application, and PTCC staff are available to help Concurrent Enrollment students through the application process. To apply to PTCC, visit www.pine.edu/apply. Please note that students who have previously taken a PTCC Concurrent Enrollment course should not apply again. For a step-by-step application guide for Concurrent Enrollment students, please visit www.pine.edu/concurrent, or contact Jen Rancour.

APPENDIX B

STAR ID

Once students have applied to PTCC, they will be assigned a Star ID. This is their unique student identification for all Minnesota State Colleges and Universities. They will also create a password. The Star ID and password will give them access to eServices, student e-mail, the library, and many additional resources on campus. It is critical that students remember their Star ID. If they need assistance with their Star ID, visit: <https://starid.minnstate.edu>.

PTCC Student ID

All Concurrent Enrollment students are welcome to stop by our main campus in Pine City to pick up their official PTCC student ID. In order to get a PTCC student ID, they will need to bring a current photo ID (driver's license or a high school photo ID) and their current printed PTCC schedule (which can be printed from eServices). Students may also request an ID online: <https://pine.edu/id-card-request/>

Course Placement

PTCC uses multiple measure for course placement (MMCP) to place students in appropriate college-level courses. This framework incorporates the use of high school GPA when determining placement into college level courses. This means that the College considers a student's overall high school GPA as a stand-alone placement measure and/or in conjunction with assessment scores (ACT, MCA, SAT, Accuplacer) to determine if they are eligible to take a college level course.

Courses that require College Level Reading must have one of the following:

- ACT Reading score of 21 or higher
- MCA Reading score 1047 or higher
- SAT Reading score of 480 or higher
- Accuplacer Next Generation score of 250 or higher

OR

- ACT Reading score of 19-20 **AND** a high school GPA of 2.5 or higher
- MCA Reading score of 1042-1046 **AND** a high school GPA of 2.5 or higher
- SAT Reading score of 440-479 **AND** a high school GPA of 2.5 or higher
- Accuplacer Next Generation score of 236-249 **AND** a high school GPA of 2.5 or higher

OR

- Cumulative high school GPA of 2.6 or higher

Courses that require College Level Math placement must have one of the following:

- ACT Math score of 22 or higher
- MCA Math score of 1158 or higher
- SAT Math score of 530 or higher
- Accuplacer Next Generation score of 250 or higher on the Advanced Algebra and Functions (AAF) test

OR

- ACT Math score of 20-21 **AND** a high school GPA of 2.7 or higher
- MCA Math score of 1152 - 1157 **AND** a high school GPA of 2.7 or higher
- SAT Math score of 520 - 529 **AND** a high school GPA of 2.7 or higher
- Accuplacer Next Generation score of 236 -249 on the Advanced Algebra and Functions (AAF) test **AND** a high school GPA of 2.7 or higher

OR

- Cumulative high school GPA of 2.8 or higher

ACCUPLACER Testing

Most Concurrent Enrollment courses through PTCC require students to meet minimum placement scores on the ACCUPLACER exam. ACCUPLACER testing is usually held on-site at the high school the spring prior to the academic year

in which a student plans to take the course. Concurrent Enrollment students may also take the ACCUPLACER exam at PTCC. Students may submit qualifying ACT, MCA, or SAT scores in place of taking the ACCUPLACER exam.

Next-Generation Reading assesses the test-taker's ability to derive meaning from a range of texts and to determine the meaning of words and phrases in short and extended contexts. Passages on the test cover a range of content areas, writing modes, and complexities. Both single and paired passages are included. Four broad knowledge and skills categories are assessed:

- Information and Ideas, Rhetoric, Synthesis, and Vocabulary

Next-Generation Arithmetic focuses on computation, order of operations, estimation and rounding, comparing and ordering values in different formats, and recognizing equivalent values across formats. The following knowledge and skills categories are assessed:

- Whole Number Operations, Fraction Operations, Decimal Operations, Percent, and Number Comparisons and Equivalents

Next-Generation Quantitative Reasoning, Algebra, and Statistics (QAS) assesses the following knowledge and skills:

- Rational Numbers, Ratio and Proportional Relationships, Exponents, Algebraic Expressions, Linear Equations, Linear Applications and Graphs, Probability Sets, Descriptive Statistics, Geometry Concepts

Next-Generation Advanced Algebra and Functions (AAF) assesses the following knowledge and skills:

- Linear Equations, Linear Applications and Graphs, Factoring, Quadratics, Functions, Radical and Rational Equations, Polynomial Equations, Exponential and Logarithmic Equations, Trigonometry

Practice and Get Prepared for Test Day - The Official Web-Based Study App

The ACCUPLACER web-based study app features practice tests in each test subject. It is accessible from most devices with internet access, and will help students become familiar with the content and format of the ACCUPLACER test questions. "Learn as you go" tests provide students with explanation of the correct or incorrect responses. Sample tests are similar to the real thing, so students will know ahead of time what their experience will be like on test day. They can save their work at any time, and come back when it's convenient for them. Students are able to review their score history to see what they are already doing well and what skills they should focus on improving.

Common Concurrent Enrollment and Closed Enrollment PSEO Courses, Course Pre-Requisites, and Required Placement Scores

A list of common Concurrent Enrollment courses offered through PTCC is posted on Pine's website. This list includes courses offered at a high school by high school teachers, courses offered at a high school by PTCC faculty, and courses offered via interactive television (ITV). This list is not exhaustive, but representative, of the courses offered. On this list you can find course descriptions, pre-requisites, and required placement scores.

Academic Standing/Satisfactory Academic Progress

Concurrent Enrollment students must maintain a 2.0 GPA and a course completion rate of 67% to remain eligible for future courses. If students do not meet these standards in a given semester, they will be placed on academic warning. Students who have not maintained a 2.0 GPA and a 67% course completion rate for two semesters, will be placed on academic suspension and will not be eligible to enroll in a future Concurrent Enrollment course.

- **Academic Warning**
 - Academic warning occurs the first semester that a student's grades or completion rate go below the college standard: Cumulative GPA is below 2.0 or completion of credits is less than 67%.
 - During the warning semester, students must complete all of their credits for the semester and earn a term GPA of 2.3. They will remain on probation until they have achieved the Satisfactory Progress requirements. For some students, this may take several semesters.
- **Academic Suspension**

- If students are unable to complete the requirements for warning/probation for GPA and credit completion, they will be suspended at the end of the term.
- Students will be notified by letter from the PTCC Dean of Outreach and Strategic Partnerships. Suspensions are for one semester (plus summer) to one year, depending on whether this is the first or second suspension.
- **All Minnesota State institutions honor suspensions from PTCC and will impact a student’s ability to register and receive financial aid.**

It is crucial that students who receive a D, F, or W in a Concurrent Enrollment course have a conversation with their counselor/dean to see if continuing with PTCC’s Concurrent Enrollment Program is the right choice for them.

Student Privacy

The Family Educational Rights and Privacy Act of 1974 (FERPA) prevents PTCC from sharing a student's academic record with anyone, including parents of Concurrent Enrollment students, even if a student is under 18. Unless the student completes a **Release of Information Form** indicating PTCC may share information, no information will be disclosed to parents (or anyone). A few important notes about this that you may find helpful:

- It is permissible to talk with parents about general procedures and non-specific types of information
- High school teachers and administrators can discuss the course with parents, as they would normally

Academic Support and College Resources for Concurrent Enrollment Students

At PTCC, we are dedicated to student success. Our Student Affairs and Student Success teams are here for students at each step in their journey. We provide personalized student support to assist students with everything from academic planning and career development to student services. We provide resources that will help them choose the right courses, whether they are looking to expand their opportunities through career training, complete a degree, or transfer to another college or university. All services are free and open to all Concurrent Enrollment students.

Accessibility and Accommodation Services

PTCC values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our institution is committed to the inclusion of individuals with disabilities in its programs, services, and activities through its compliance with state and federal laws.

The Office of Accessibility and Accommodations provides reasonable accommodations to individuals with documented disabilities enrolled in courses at the college. If there are aspects of the instruction or design of a course that result in barriers to your inclusion, you may receive academic accommodations by providing documentation of a disability and working with the Office of Accessibility and Accommodations. For more information visit: <https://pine.edu/student-services/accessibility-accommodations/>.

Academic Advising

Academic advising for Concurrent Enrollment students is generally a joint effort with PTCC staff and staff at the high school. Concurrent Enrollment students should contact Jen Rancour for academic planning services, such as:

- Understanding the program requirements
- Course content and sequencing to meet a timetable and overall goals
- Career plans and employment opportunities
- Transfer credits
- College policies and procedures
- Impacts of withdrawing or dropping a course

Tutoring Center

The Tutoring Center is committed to providing students with a comfortable learning environment, which fosters good study habits. Our goal is to help students study effectively and independently through tutoring and support services while at PTCC. Whether students are facing a first assignment or a final exam, we can help them gain valuable knowledge and confidence to become a successful college student.

- **Peer Tutoring**

The Tutoring Center provides free peer tutoring on a walk-in basis in subjects such as math, biology, college composition, MS Basics, networking, and more. Find an updated tutoring schedule online at: <https://pine.edu/student-services/tutoring-center/>.

- **Tutor.com – Studying that fits your schedule!**

PTCC offers free online, on-demand tutoring, through Tutor.com. Tutors are always available, even late at night when instructors may not be. This tutoring service is easy to use and can be accessed on any device that connects to the internet. Students can access tutor.com through their D2L Brightspace platform. Tutors are available to help you in a wide range of subjects, such as:

- Math, Science English, History, Computer Science, Social Sciences, Nursing, Microeconomic and Macroeconomics, Career Help and more...

- **Student Success Workshops**

Student success workshops can be requested for Concurrent Enrollment courses and include topics such as study skills, test taking tips, stress management, database research, resume and interview tips and time management.

- **Study Areas**

Students can study independently, in small groups or with a tutor in the Tutoring Center. The center is equipped with eight student computers, a student printer, and many textbook resources for students to use while on campus.

Career Services

Career Services can support students as they choose a goal, create a career plan and master tools to manage their career development. We strive to provide students with the knowledge, skills, and resources necessary to be successful in their job search by helping them develop confidence and independence in reaching their employment goals.

Counseling Services

Counseling services are free and available for all students. If students have concerns or issues that are getting in the way of them doing their best in PTCC courses, they can talk to our counselor. Resources and support are tailored to help them with career, academic and/or personal concerns. Talking with the PTCC Counselor can help students to find solutions, get options and referrals and set up a plan to make the most of their college experience.

Information Technology

PTCC provides technology and assistance to all enrolled students, faculty and staff. The IT staff can assist with questions or problems with D2L Brightspace, STAR ID, e-mail access, e-services, etc. For more information, call 320-629-5113 or at: <https://pine.edu/campus-resources/technology-services/>

College Library

Our college library offers a diverse collection of books, databases, and electronic resources, spaces for individual and group study, as well as assistance with research projects. Our friendly staff can help students make the most of the resources available to make the college experience a successful one.

- **Technology Assistance**

Library staff can assist students with getting a student ID card, checking campus e-mail for the first time, using D2L, and installing Office 360 on their laptops and devices.

- **Research Assistance**

No matter what stage students are at in the research process, the library can help. The PTCC librarian offers consultation by appointment or walk-in covering topics such as narrowing research topics, devising a search strategy, finding peer reviewed articles and books for assignments, and formatting in-text and bibliographic citations using MLA and APA style guidelines.

Testing Services

Testing services are provided through the PTCC Testing Center. For more information, refer to <https://pine.edu/student-services/testing-center/>.



COURSE INFORMATION

Registration, Add, Drop & Withdraw Deadlines

Student Action	Deadlines
Course registration APPENDIX C	<p>For courses based on a 16-week semester, student registration shall occur within the first 5 days from the start of the high school term in which the course is taught.</p> <p>For courses that are quarter based or trimester based, student registration shall occur within the first 2 days from the start of the high school term in which the course is taught.</p>
Adding/dropping a course	<p>For courses based on a 16-week semester, students may add or drop a course through the fifth business day of the high school term in which the course is taught.</p> <p>For courses that are quarter or trimester based, students can add or drop the course within two business days of the high school term in which the course is taught.</p> <p>Notes:</p> <ul style="list-style-type: none"> • Students who do not add a course during the course registration/add windows cannot be added at a later date and will not receive PTCC credit. • Students who do not contact their high school counselor about dropping from a course by the stated deadlines cannot be dropped at a later date, risk receiving a grade of F or FN, and risk violating satisfactory academic progress policies.
Withdrawing from a course	<p>Students may withdraw from a course after the add/drop period and up to approximately 80% of the term.</p> <p>Notes:</p> <p>Courses a student withdraws from will appear on a transcript as a “W”.</p> <ul style="list-style-type: none"> • A “W” is not computed into the GPA but factors into credit completion and could have a negative impact on a student’s academic standing. • All students who withdraw and receive a “W” from a course, must be given a Last Date of Attendance. • Students who do not contact their high school counselor about withdrawing from a course by the stated deadlines cannot be withdrawn at a later date, risk receiving a grade of F or FN, and risk violating satisfactory academic progress policies.

Confirming Class Lists

It is the responsibility of the high school Concurrent Enrollment teacher to confirm class lists by the 15th day of the Concurrent Enrollment class and let the appropriate PTCC staff know if there are any adjustments that should be made. Failing to confirm class list could create issues with student records and transcripts. Email Jen Rancour (Jen.rancour@pine.edu) by the 15 day of your class to confirm accuracy of your class lists or with changes that should be made.

APPENDIX D

End of Course Evaluations

All concurrent course students will participate in the same course feedback survey that is administered at the college level course. It is expected that the same level of anonymity is achieved. We ask that Concurrent Enrollment teachers have their students complete the survey within the last two weeks of the course. The Dean of Outreach and Strategic Partnerships will send the survey link to all Concurrent Enrollment teachers to distribute to their students.

Once the results are made available, the Dean of Outreach and Strategic Partnerships will share the results with the instructor, the appropriate high school administrator, and the PTCC faculty mentor. These survey results should only be shared with appropriate high school officials with a stated academic purpose.

Final Grades

Final course grades are to be entered via eServices by the Monday following the last day of the course. Contact the PTCC Registrar, Jenifer Haavisto (jen.haavisto@pine.edu), for assistance entering final grades.

APPENDIX E & APPENDIX F

PTCC Grading System

All Concurrent Enrollment courses will be graded using the same grading standards as the courses taught at the college (including online, hybrid, or face-to-face). PTCC grading standards are listed below. PTCC's grading policy can be found in the student handbook (https://pine.edu/wp-lib/wp-content/uploads/2024/06/PTCC-Student-Handbook-2024_2025-online.pdf).

Letter Grade	Grade Points	Letter Grade	Grade Points	Letter Grade	Grade Points	Letter Grade	Grade Points	Letter Grade	Grade Points
		B+	3.33	C+	2.33	D+	1.33	F	0.00
A	4.00	B	3.00	C	2.00	D	1.00	FN	0.00
A-	3.67	B-	2.67	C-	1.67	D-	0.66	W	0.00
								I	0.00

Note: W –The notation of “W” will be assigned when a student is withdrawn from a course. Student-initiated withdrawal from a course must be declared after the fifth day of the semester, but not later than the 80% point of the class. Students participating in PSEO may have a different W date per Minnesota Department of Education and state legislation. Under special circumstances, the college may withdraw a student from a course. This action will take place no later than the deadline for student initiated withdrawal and the student will be notified of the action. A ‘W’ is recorded for the grade on the student’s permanent record and is not computed in the GPA, but are counted as attempted credits and are calculated in the cumulative credit completion percentage for satisfactory academic progress.

FN – Failure Non-Attendance: This grade is awarded to a student who never attended the course and did not officially drop or withdraw from the course. This grade calculates the same as an “F” grade for both GPA and cumulative credit completion percentage for satisfactory academic progress.

I – Incomplete: The grade of incomplete ‘I’ is assigned temporarily at the discretion of the instructor when extenuating and unforeseen circumstances prevent course completion. An ‘I’ grade that has not been converted to a letter grade “A-F” by the end of the eighth week of the next term (excluding summer semester) is recorded as an ‘F’ grade by the

Registrar. Incomplete grades are counted as attempted credits and calculated in the cumulative credit completion percentage for satisfactory academic progress.



ROLES AND RESPONSIBILITIES OF CONCURRENT ENROLLMENT STAKEHOLDERS

All stakeholders in PTCC’s Concurrent Enrollment Program play an important role in order to create and sustain a Concurrent Enrollment Program that adheres to the highest standards and ensures that students experience a seamless transition to college. The roles and responsibilities of high school teachers, PTCC faculty mentors, high school administration, and the PTCC Concurrent Enrollment Program are outlined below. These responsibilities are based on requirements set forth by PTCC as well as NACEP accreditation standards, which are indicated below.

The PTCC Faculty Mentor

One of the most exciting elements of our faculty’s work with Concurrent Enrollment instructors is the mentor-mentee relationships, in which both groups have an opportunity to learn from one another about how their students are alike and how they differ. High school teachers get to consider different methods of teaching or new kinds of assignments, while college instructors get to learn more about the changing world of high-school graduates they’ll soon be seeing, and how prepared they are to do college work.

A PTCC Faculty Mentor will be assigned to all Concurrent Enrollment Program teachers. The PTCC faculty mentor’s role is to serve as the instructor of record overseeing and ensuring the integrity of the course curriculum. Mentors serve a critical role in ensuring that Concurrent Enrollment courses meet the outcomes, expectations, and quality expected of traditional on-campus courses. Additionally, PTCC Faculty Mentors provide resources and support throughout length of the Concurrent Enrollment course, including, but not limited to, providing the Concurrent Enrollment teacher with initial training, annual professional development, and on-site high school visits. Prior to the start of a new Concurrent Enrollment course, the PTCC Faculty Mentor will meet with the Concurrent Enrollment teacher for the required new teacher orientation.

The PTCC Faculty Mentor will work with high school partner teachers to schedule periodic visits and check-ins throughout the year. A summary of required visits is included in the table below and detailed in the responsibilities of PTCC faculty mentors and high school teachers.

Meeting	Required Number of Visits
Course Specific Training	For new Concurrent Enrollment teachers, new mentor/mentee relationships, or new Concurrent Enrollment course offerings: A minimum of one planning meeting between the faculty mentor and high school instructor will occur prior to the start of the course. This meeting will include a comprehensive New Teacher Orientation with discipline-specific training in topics including course curriculum, assessment criteria, pedagogy, course philosophy and theory. Other agenda items will include the Concurrent Enrollment Program handbook, administrative responsibilities, programmatic policy and procedures and ongoing/annual professional development.

Discipline Specific Professional Development	Faculty mentors must provide annual discipline specific professional development opportunities to all Concurrent Enrollment high school teachers.
Classroom Observations	Classroom observations are required for all first-year mentor/mentee partnerships and should occur early in the semester in order to provide timely feedback to the high school teacher. For established partnerships, a classroom observation is required at minimum once every three years. On years that a classroom observation is not scheduled, a faculty mentor should use the alternate site-visit options report to document face-to-face interaction with the partner high school teacher.
Alternate Site Visits	Alternate site visits may occur only with Concurrent Enrollment partnerships in which the following requirements are met: <ul style="list-style-type: none"> • Course partnership has been established at least two years. • Mentor/mentee partnership has been in place at least one year with no change in representation. • Classroom observation occurs at minimum every three years. • Note: Site visit options must be completed face-to-face during years in which classroom observation does not take place. Alternate site visits may include one of the following activities: <ul style="list-style-type: none"> • Grade norming activity • Faculty Mentor guest lecture • Assignment review
Post-Course Wrap Up (in-person or virtually)	Post-Course wrap up meetings may occur in person, via telephone, or virtually. PTCC Faculty Mentors and high school teachers should review semester grades, discuss suggestions for improvement for upcoming courses and review concurrent student course evaluations.

Responsibilities of the PTCC Faculty Mentor

- Provide course-specific training for all new Concurrent Enrollment instructors, new course offerings, new mentor/mentee relationships.
 - For new Concurrent Enrollment teachers, new mentor/mentee relationships, or new Concurrent Enrollment course offerings: A minimum of one planning meeting between the faculty mentor and high school instructor will occur prior to the start of the course. This meeting will include a comprehensive New Teacher Orientation with discipline-specific training in topics including course curriculum, assessment criteria, pedagogy, course philosophy and theory. Other agenda items will include the Concurrent Enrollment Program handbook, administrative responsibilities, programmatic policy and procedures and ongoing/annual professional development.
- PTCC Faculty Mentors will participate in annual professional development with partner high school teachers. Examples of professional development are included below.
 - **Group Professional Development:** A faculty mentor may schedule a block of time to conduct professional development training for a group of Concurrent Enrollment teachers. The annual Concurrent Enrollment Professional Development Day in August is a preferred time to host a discipline specific group professional development opportunity.
 - **Participate in One-On-One Professional Development:** For faculty mentors who are assigned to work with only a couple of teachers and where it is impractical to host a group meeting, a mentor may choose to meet one-on-one with the Concurrent Enrollment instructors to review curriculum standards, provide training related to the course, etc.
 - **Participate in Other Professional Development:** A faculty mentor may approve or invite a CE instructor to attend a discipline-related conference or workshop conducted by a professional organization or an academic department sponsored professional development training to fulfill the professional development requirement.
 - **Tracking Professional Development Activities**
The Faculty Mentor is responsible for tracking Concurrent Enrollment high school teacher participation in

the required professional development training. With each professional development training the mentor should include:

- A list of attendees.
 - An agenda, seminar description and materials, event minutes, conference report, or narrative of professional development activity.
 - A narrative describing how the annual professional development further enhances course-content and delivery knowledge and/or addresses research and development in field. Please include the format, delivery method, and frequency of professional development activity.
- PTCC Faculty Mentors will work with partner high school teachers to schedule class observations/site visits.
 - **For new Concurrent Enrollment teachers, new mentor/mentee relationships or new Concurrent Enrollment course offerings**, classroom observations are required for all first-year mentor/mentee partnerships and should occur early in the semester to ensure that the course meets the learning outcomes approved by the college and that students are being held to college-level standards.
 - **For established partnerships**, a classroom observation is required at minimum once every three years. On years that a classroom observation is not scheduled, a faculty mentor should use the alternative site-visit options report to document face-to-face interaction with the partner high school teacher.
 - **For established partnerships**, one face-to-face alternative site visits should be scheduled for years that a classroom observation is not scheduled. This site visit report may be used only with Concurrent Enrollment partnerships in which the following requirements are met:
 - Course partnership has been established at least two years.
 - Mentor/mentee partnership has been in place at least one year with no change in representation.
 - Classroom observation occurs at minimum every three years.

Alternate site visits may include one of the following activities:

- Grade norming activity
 - Faculty Mentor guest lecture
 - Assignment review
- Review the course syllabus and course outline with the high school teacher to ensure consistency in course outcomes and expectations. Faculty mentors are required to review and submit paired syllabi annually from on campus and Concurrent Enrollment sections from each course, with learning objectives highlighted.
 - Review assignments and assessments with the high school teacher to ensure students are being assessed using methods similar to those in on-campus courses. Faculty mentors are required to review and submit paired assessments annually from on-campus and Concurrent Enrollment section for side-by-side comparison (such as final exam, lab exercise, essay assignment, or grading rubric).
 - Provide support, guidance and mentoring for Concurrent Enrollment high school instructors to ensure the delivery of a quality, collegiate-level learning experience for Concurrent Enrollment students.
 - Maintain regular communication with mentee (face-to-face, online, telephone, etc.).
 - Suggest opportunities to Director of Dual Enrollment for student engagement events with PTCC (on campus or scheduled at high school) with the mentee's students enrolled in concurrent course to ensure that students are connected to the college and aware of student resources (example – concurrent student visit day/tour of campus, visit with mentor's onsite class, etc.).
 - Be familiar with the Concurrent Enrollment Handbook and other mentor, teacher, and student resources found on PTCC's Concurrent Enrollment website. www.pine.edu/concurrent
 - Ensure high school students are aware of and have access to library, college resources, and services to assist them in their academic success.
 - Notify mentee of updates to course syllabus, changes in curriculum and textbooks.
 - Provide access to supplementary materials approved by the department for use with the specific Concurrent Enrollment course.
 - Relay any concerns or program suggestions to Dean of Outreach and Strategic Partnerships.

- Document all meetings with concurrent mentee using the “Concurrent Enrollment Mentor Worksheet” and submit to Dean of Outreach and Strategic Partnerships at the end of each Concurrent Enrollment course with all other required documentation.

Responsibilities of the High School Teacher

- For new Concurrent Enrollment teachers, new mentor/mentee relationships, or new Concurrent Enrollment course offerings: A minimum of one planning meeting between the faculty mentor and high school instructor will occur prior to the start of the course. This meeting will include a comprehensive New Teacher Orientation with discipline-specific training in topics including course curriculum, assessment criteria, pedagogy, course philosophy and theory. Other agenda items will include the Concurrent Enrollment Program handbook, administrative responsibilities, programmatic policy and procedures and ongoing/annual professional development.
- High school teachers will participate in annual professional development with PTCC faculty mentors.
- High school teachers will work with PTCC Faculty Mentors to schedule class observations/site visits.
- Review the course syllabus and course outline with PTCC Faculty Mentor to ensure consistency in course outcomes and expectations. Faculty mentors are required to review and submit paired syllabi annually from on campus and Concurrent Enrollment sections from each course, with learning objectives highlighted.
- Review assignments and assessments with PTCC Faculty Mentor to ensure students are being assessed using methods similar to those in on-campus courses. Faculty mentors are required to review and submit paired assessments annually from on-campus and Concurrent Enrollment section for side-by-side comparison (such as final exam, lab exercise, essay assignment, or grading rubric).
- Ensure all students have applied to PTCC by required deadline.
- Ensure all students have enrolled in concurrent course(s) by required deadline.
- Confirm class list via eServices and notify PTCC immediately of changes.
- Submit “Drop/Add” and “Withdraw” forms as necessary to PTCC by required deadlines.
- Enter grades via eServices by the Monday following the scheduled end date of the course.
- Ensure all students meet Concurrent Enrollment and course specific eligibility requirements.
- Ensure students are aware of PTCC’s Concurrent Enrollment website and have reviewed the information included in the PTCC Concurrent Enrollment Student Handbook located at www.pine.edu/concurrent.
- Enforce all college policies, including student attendance and conduct policies.
- Distribute the approved syllabus to students that outlines course outcomes, expectations on level of rigor, as well as college expectations and policies. Instructors are encouraged to have students sign the syllabus to further ensure that students have read and understand their responsibilities.
- Ensure high school students are aware of and have access to library, college resources, and services to assist them in their academic success.
- Administer end of course evaluations to all students within the last two weeks of the course.
- Attend mandatory Concurrent Enrollment Professional Development Day in August to meet with Concurrent Enrollment Program staff and assigned PTCC Faculty Mentor.
- Maintain regular communication with mentor (face-to-face, online, telephone, etc.).
- When appropriate, participate in at least one PTCC event (on campus or scheduled at high school) with the students enrolled in concurrent course to ensure that students are connected to the college and aware of student resources (example – concurrent student visit day/tour of campus, visit with mentor’s onsite class, etc.).
- Host classroom visits from PTCC faculty, advisors, or admissions personnel as appropriate.
- Display “PTCC” pennant during concurrent classes.
- Remain FERPA compliant.

Responsibilities of High School Administration

- Provide qualified faculty to teach concurrent courses at the high school. All faculty will remain employees of the school district.
- Assist high school students in applying to the college prior to the start of the Concurrent Enrollment course.
- Ensure that high school teachers confirm course rosters by the 15th day of class.

- Ensure that high school teachers enter course grades into eServices within 4 days of the conclusion of the course.
- Ensure all students meet PSEO/Concurrent Enrollment and course specific eligibility requirements.
- Recommend and authorize enrollment/course selection for eligible high school students for college credit as defined in Minnesota Statutes 124D.09.
- Administer placement testing in partnership with the college prior to the start of the Concurrent Enrollment course.
- Participate jointly with college personnel in the planning and implementation of an orientation/information session for students and parents.
- Be responsible for publicity, marketing, recruiting, and selecting students to participate in the program.
- Arrange educational accommodations as needed in partnership with the college.
- Require teachers to participate in the college's Concurrent Enrollment Professional Development Day in the fall.
- Participate jointly with college personnel in periodic meetings to discuss the Concurrent Enrollment Program.
- Provide textbooks and other required course materials after approval by the college faculty mentor.

Responsibilities of PTCC Concurrent Enrollment Program

- Approve high school instructors in accordance with Minnesota State, HLC, and NACEP credentialing guidelines.
- Provide orientation and professional development to the high school instructors as it relates to the discipline and the concurrent program.
- Select and assign faculty mentors with appropriate academic credentials to mentor high school instructors for contracted courses.
- Post grades to the students' college transcript.
- Award college credit to eligible students upon successful completion of courses.
- Communicate student eligibility requirements to the school district.
- Provide placement testing administration training to the school district and cover testing expense for students planning on enrolling in PTCC Concurrent Enrollment courses.
- Participate jointly with school district personnel in the planning and implementation of orientation/information sessions for students and parents.
- Provide common course outline and access to learning resources, including the library and learning management system (D2L Brightspace).
- Review and approve the course materials to be used.
- Ensure that the Course Evaluation Survey is completed for each course.
- Administer other periodic surveys, as required by NACEP.
- Participate jointly with school district personnel in periodic meetings to discuss the Concurrent Enrollment Program.
- Adhere to all Minnesota State, Higher Learning Commission (HLC), and National Alliance of Concurrent Enrollment Partnerships (NACEP) policies and standards.
- Create contracts and invoices for the school district.

Concurrent Enrollment Cost Structure

All courses offered through colleges have one uniform price of \$3,000 per mentor/mentee relationship per course, per term.



TEACHER AND COURSE APPROVAL PROCESSES

Concurrent Teacher Credentialing

High schools that wish to offer Concurrent Enrollment courses must have appropriately credentialed faculty. Faculty credentialing verification will be facilitated by the Dean of Outreach and Strategic Partnerships and reviewed by the appropriate academic Dean and Vice President of Academic and Student Affairs. High school instructors shall provide the necessary documentation to ensure accurate credentials can be established. If teachers do not meet minimum required qualifications and wish to continue teaching Concurrent Enrollment courses, they are required to complete a professional development plan and have it approved by their high school principal and sponsoring college. All Concurrent Enrollment teachers are required to meet minimum qualifications by September 1, 2025. Required documentation can be found at www.pine.edu/concurrent.

Extension to Higher Learning Commission Deadline Approved

The Minnesota State system office submitted an application to the Higher Learning Commission (HLC) on behalf of all Minnesota State colleges and universities for an extension of the September 1, 2017 compliance timeline for institutions to ensure Concurrent Enrollment instructors meet faculty qualifications standards. The HLC approved this request and, as a result, all Minnesota State colleges and universities with a Concurrent Enrollment Program have an extension that allows an additional five years (2022) by which to meet the faculty qualifications standards. This HLC extension allows for all current and new Concurrent Enrollment instructors to work towards meeting the faculty qualifications standards within this extended timeline. On July 26, 2022 HLC extended the deadline to meet qualifications to September 1, 2025.

July 29, 2020 Update – HLC deadline extended to September 1, 2023

At its June 2020 meeting, the HLC Board of Trustees considered whether an additional extension to comply with HLC's Assumed Practice B.2.a (faculty qualifications) solely as applied to dual credit faculty until September 1, 2023 was warranted as a result of the disruptive effects of the COVID-19 pandemic. The Board unanimously approved the additional extension for all institutions that previously received an extension for this purpose. The Board acknowledged the difficulties confronted by many dual credit instructors working to complete their academic requirements in an environment marked by dramatic changes, daily challenges and a high degree of uncertainty.

July 26, 2022 Update – HLC deadline extended to September 1, 2025

On July 26, 2022, the Higher Learning Commission (HLC) Board of Trustees communicated that all colleges and universities that previously applied for and received an extension to come into compliance with HLC Policy Assumed Practice B.2, specifically to faculty qualifications providing dual credit instruction, institutions and corresponding faculty now have until **September 1, 2025** to meet this expectation.

Process for Meeting HLC Requirements by September 1, 2025

PTCC (PTCC) is committed to helping our Concurrent Enrollment partners achieve credentialing requirements as well as ensuring that progress towards minimum credentialing requirements is being made.

All new and returning Concurrent Enrollment teachers who do not currently meet minimum credentialing requirements as determined by Minnesota State Colleges and Universities and the Higher Learning Commission, must submit a detailed outline of their plan to meet credentialing requirements on an annual basis. The Dean of Outreach and Strategic Partnerships, in partnership with the appropriate Academic Dean and Vice President of Academic and Student Affairs, will review updated professional development plans annually to ensure high school teachers are making progress towards meeting credentialing requirements.

The purpose of this professional development plan is to identify and plan specific coursework and/or relevant work experience for high school instructors interested in meeting minimum qualifications to teach in specific field/discipline. The plan should be submitted with explicit timelines for meeting credentialing requirements by September 1, 2025.

Before registering for graduate level courses needed to meet minimum credentialing requirements, high school teachers must have courses pre-approved by the appropriate academic dean and Vice President of Academic and Student Affairs.

Feedback regarding the updated professional development plans will be shared with the high school teachers and appropriate high school administration. If high school teachers are not making progress towards meeting credentialing requirements, PTCC and the high school will determine if the Concurrent Enrollment course can continue to be offered.

Below is a suggested outline for Concurrent Enrollment teachers to meet credentialing requirements by the stated HLC extension.

Academic Year	Master's Degree out of discipline	No Masters, but currently enrolled in Masters in Discipline
2022-2023	Submit a professional development plan. Register and earn 6 in-field graduate credits	Submit a professional development plan. Register and earn 10 graduate credits
2023-2024	Register and earn 6 in-field graduate credits	Register and earn 10 graduate credits
2024-2025	Register and earn 6 in-field graduate credits	Register and earn 10 graduate credits
2025-2026	Masters and 18 graduate credits in discipline by September 1, 2025	Masters within Discipline by September 1, 2025

New Concurrent Enrollment Teacher Application Process

The process to becoming an approved Concurrent Enrollment teacher in PTCC's Concurrent Enrollment Program begins by having a conversation with your high school administration.

Once it is determined by the partner high school to offer a new Concurrent Enrollment course, the high school must indicate interest to the Dean of Outreach and Strategic Partnerships for approval. In conjunction with the course approval process, any interested high school teachers must submit a new teacher interest form, resume/vitae, and undergraduate and graduate level transcripts, for credentialing review.

Although new teacher interest forms are accepted throughout the year, PTCC prefers that all documents are submitted for consideration for the upcoming academic year by May 1. The optimal time to apply to the Concurrent Enrollment Program is between January and March when high school schedules are being developed.

PTCC understands that schools already participating in the program may learn after May 1 that they need to replace a concurrent teacher. Should this occur, please alert the Dean of Outreach and Strategic Partnerships as soon as possible so that credentials can be reviewed in a timely manner. A generous lead time allows schools to address issues that may arise during the teacher application process and allows teachers to complete the required preparatory work before they teach. This lead time also allows PTCC and the high schools to make the necessary changes to course listing information.

Credentialing Information

As with our college faculty, minimum qualifications include graduate education in a focused discipline or concentration to ensure that teachers have a mastery of the major theories, methods, and approaches in a subject area. Advanced subject expertise also means that teachers are well prepared to help students to apply knowledge beyond typical high school level to important questions and problems.

To determine credentialing requirements of a specific discipline, please visit the [Minnesota State College Faculty Credentialing](#) page, where you can search credential fields for discipline specific requirements.

To Apply

Interested teachers must submit these four items to the Dean of Outreach and Strategic Partnerships:

1. [New Teacher Interest Form](#)
2. Current/Updated Resume or Vitae
3. Transcripts from all colleges/universities you have attended (both undergraduate and graduate work, official transcripts will be requested upon approval)
4. [Concurrent Enrollment Instructor Credential Review Form](#)

Once these materials have been received, the submitted information will be reviewed by the Dean of Outreach and Strategic Partnerships, Vice President of Academic and Student Affairs, and the appropriate Dean according to the concurrent teacher approval process. Once reviewed, the Dean of Outreach and Strategic Partnerships will notify the high school administration and partner teacher of their approval or denial to teach the Concurrent Enrollment course. Required documentation can be found at www.pine.edu/concurrent.

Concurrent Teacher Approval Process

High school teachers interested in teaching for PTCC's Concurrent Enrollment Program must submit required documentation in order to be considered to teach in the program. Below is an outline of the approval process that PTCC uses to verify teachers meet minimum credentialing requirements.

1. Interested high school administrator contacts PTCC's Dean of Outreach and Strategic Partnerships to express interest in having a teacher's credentials reviewed in order to offer a new concurrent course or to determine if the new teacher meets credentialing requirements to teach for PTCC's Concurrent Enrollment Program.
2. The Dean of Outreach and Strategic Partnerships will send required documentation to HS teacher to fill out.
 - a. New teachers:
 - i. New Concurrent Teacher Interest Form
 - ii. Credential Review Form
 - b. Returning teachers interested in teaching new Concurrent Enrollment course:
 - i. Credential Review Form
3. High school teacher completes required documentation as indicated above and attaches current resume and unofficial copies of undergraduate and graduate transcripts. The teacher or HS contact returns required documentation to PTCC's Dean of Outreach and Strategic Partnerships for credential review.
4. Once all required documentation is obtained, the Dean of Outreach and Strategic Partnerships will direct all documentation to the appropriate Academic Dean and Vice President of Academic and Student Affairs for credential review.
5. The Academic Dean and Vice President of Academic and Student Affairs reviews credentialing information according to guidelines from Minnesota State Colleges and Universities Policy 3.32 found on the [Minnesota State website](#). The Academic Dean and Vice President of Academic and Student Affairs will consult with the Faculty Chair of the Department as needed.
6. The Academic Dean and Vice President of Academic and Student Affairs may choose to:
 - a. Approve credentials. The HS teacher is fully qualified to teach PTCC courses in their approved credential area.

- b. Deny credentials. The HS teacher is not qualified to teach PTCC courses, but may continue to work with PTCC to move towards proper credentialing requirements.
 - c. Grant conditional approval. The teacher is permitted to teach for the Concurrent Enrollment Program, but must submit a Professional Development Plan outlining how they will meet Minnesota State/HLC credentialing requirements prior to September 1, 2025.
7. The Dean of Outreach and Strategic Partnerships will communicate decision to high school teacher and administrator.
 8. If PTCC indicates the teacher does not presently meet credentialing criteria but may submit a Professional Development Plan, the teacher is responsible for seeking out graduate programs or courses that will fulfil credentialing requirements, filling out the Professional Development Plan with required documentation, and submitting to the Dean of Outreach and Strategic Partnerships for approval.

Guidelines for New Teacher Approval

In order to comply with HLC credentialing requirements, new Concurrent Enrollment teacher applications that do not meet minimum credentialing requirements will be considered according to the guidelines established below.

Academic Year	Master’s Degree out of discipline	No Masters, but currently enrolled in Masters in Discipline
2022-2023	Submit a professional development plan. Register and earn 6 in-field graduate credits	Submit a professional development plan. Register and earn 10 graduate credits
2023-2024	Register and earn 6 in-field graduate credits	Register and earn 10 graduate credits
2024-2025	Register and earn 6 in-field graduate credits	Register and earn 10 graduate credits
2025-2026	Masters and 18 graduate credits in discipline by September 1, 2025	Masters within Discipline by September 1, 2025

New Concurrent Course Approval Process

When a high school requests to offer a new Concurrent Enrollment course not previously offered at their school, the Dean of Outreach and Strategic Partnerships will work with the appropriate Dean and Vice President of Academic and Student Affairs to assign a PTCC subject matter expert to complete a course review. A PTCC subject matter expert will conduct 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.

Approval Process/Steps:

1. High school expresses interest in offering a new Concurrent Enrollment course and informs PTCC of potential Concurrent Enrollment teacher interested in teaching.
2. Dean of Outreach and Strategic Partnerships provides high school with the common course outline for review.
3. Concurrent teacher credential review is initiated.
4. High school provides the following documentation to the Dean of Outreach and Strategic Partnerships to begin the course approval process:
 - a. Proposed textbook
 - b. Proposed syllabus
 - c. Examples of assessment instruments
 - d. Course outcomes
 - e. Pedagogy and course philosophy
5. Once all documents are submitted, the Dean of Outreach and Strategic Partnerships provides course review package to the appropriate academic dean, who will appoint a PTCC subject matter expert to perform course review.
6. Using the Course Review form, the PTCC subject matter expert 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.

7. The PTCC subject matter expert returns the Course Review form and the submitted documentation to the Academic Dean indicating if they approve, approve provisionally, or deny the new course request.
8. If a course review status is “approved provisionally” or “denied,” PTCC subject matter experts shall discuss the review with the Academic Dean and provide feedback regarding how the high school teacher may better align the course.
9. The Dean of Outreach and Strategic Partnerships will follow up with appropriate notifications to the teacher and any appropriate high school staff or administration.

The following NACEP STANDARDS will be reviewed to help determine course approval:

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.

Curriculum Standard 1: Courses administered through a Concurrent Enrollment Program are college/university cataloged 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.

Curriculum Standard 3: Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the Concurrent Enrollment Program are equivalent to the courses offered on campus.



PTCC ASSESSMENT OF STUDENT LEARNING

PTCC is committed to a multi-level approach to the assessment of student learning with continuous improvement in teaching and learning strategies to foster academic excellence, rigor, and student achievement.

- 1. Learning Objectives:** We will take a formative assessment approach at this level. Using both in and out of the classroom activities that will introduce, reinforce, and master course content topics. Some of the stakes are not as high at this level, this is where students will understand how well they will achieve competence at the Course Outcome Level. Examples include: Text book readings; Internet research; Threaded discussions online.
- 2. Course Outcomes:** At this level, all of the assessment will be summative in nature in the evaluation of students' knowledge, skills, and/or ability to successfully complete the Course Outcomes. The stakes are higher at this level. Examples include: Final exams; Major student projects.
- 3. Program Outcomes:** This level is defined by a set of professional or industry specific knowledge, skills, and/or abilities students will possess when they have completed a series or sequence of courses. This level is the driver of preparing graduates for the workforce. The assessment is exclusively summative, the culmination of successful completion of this level is a board certification, national licensure, technical skill assessment, internship evaluation, program portfolio, or a major student project.
- 4. PTCC Student Learning Outcomes:** It is expected that every student that graduates with an award of significant length possesses the knowledge, skills, and abilities to create the most comprehensive individual with broad-based knowledge and commitment to life-long learning. Summative assessment of the PTCC Student Learning Outcomes is expected and practiced throughout a student's tenure at Pine Technical College. Once a program is completed all students are expected to possess the following PTCC Student Learning Outcomes: Computer, Informational and Technical Literacy; Communication; Critical Thinking; Self-development; and Global Issues.

It is expected that all concurrent instructors will participate in the assessment of student learning. This process is required as a component of PTCC's accreditation with the Higher Learning Commission. Concurrent instructors should consult with their faculty mentor to determine assessment and evaluation strategies that align with the on campus course. Data may be collected and tracked about students' performance on course outcomes. Changes and modifications to improve student learning will enhance the student experience. If you have questions about the assessment of student learning, contact the Dean of Outreach and Strategic Partnerships.

Guidelines for Writing a Course Syllabus

The course syllabus is prepared to provide students with information on the course content, course requirements, and course expectations. PTCC has established procedures to ensure all students receive a course syllabus within the first week of class. (PTCC Policy 234).

1. Concurrent Enrollment teachers shall provide students and their PTCC Faculty Mentor, the Dean of Outreach and Strategic Partnerships, and the Academic Dean, with a copy of each course syllabus within the first week of classes.

2. PTCC Faculty Mentors shall submit paired syllabi from on-campus and Concurrent Enrollment class on an annual basis
3. The Concurrent Enrollment program coordinator will review the syllabus for completeness and currency.
4. The Concurrent Enrollment program coordinator will retain the syllabus for each course for curriculum reference and NACEP evidence.

The course syllabus is a document that contains the elements of the corresponding course outline, standards for evaluation of student learning, and additional information which reflects the creative work of the faculty member. Course syllabi include the pertinent information from the corresponding course outline and the details of the course as determined by each individual instructor. The details may include meeting dates, times, locations, instructor contact information, grading policies, required materials, course requirements, statements or references to college/university/System policies, accommodation requests, etc. (MnSCU Board Policy 3.22, Course Syllabi).

APPENDIX G



TEACHER AND FACULTY MENTOR NON-COMPLIANCE POLICIES

Non-Compliance Policy for Professional Development

All Concurrent Enrollment instructors are expected to participate in annual professional development. The professional development will inform the secondary partners/instructors of the College's expectations for course content and rigor. All concurrent instructors are expected to participate in discipline-specific professional development to comply with the policy.

The Concurrent Enrollment program coordinator will keep and maintain records and documentation of all Concurrent Enrollment instructors and their participation in annual professional development activities. The college will notify the secondary partner if the Concurrent Enrollment instructor is in jeopardy of non-compliance.

High school instructors are also expected to participate in discipline specific development activities. The development activities will be established by PTCC. The Concurrent Enrollment program coordinator will create and maintain a record of all instructors teaching Concurrent Enrollment courses and their participation in development activities. If high school instructors fail to participate in development activities, the following shall occur:

1. High school instructors must meet individually (prior to the start of the course) with the appropriate mentor/content expert. This arrangement will be able to be used on a one-time basis and will not be able to meet the requirements for development on an on-going basis.
2. If a meeting is canceled, the instructor is unwilling to meet, or a time cannot be established to meet, the Dean of Outreach and Strategic Partnerships will contact the high school administration with a notification that the course may be cancelled. When the meeting occurs, the mentor will document the meeting and record the content of the meeting.
3. If the high school instructor misses the annual workshop and the mentor meeting, the high school instructor will be placed on a one-year probation and made aware of the consequences of non-compliance. The high school administration will also be made aware of the non-compliance. During the probation, the instructor must meet with the mentor and attend the next workshop to continue to teach/offer the course.
4. In the event that the probation is not met, the high school and the instructor will be made aware of the non-compliance and the instructor will no longer be able to teach that course.

Note: If courses are not offered on an on-going, yearly basis, instructors are expected to participate in the academic year their courses are offered. New concurrent instructors are encouraged to participate in the next scheduled development opportunity.

Non-Compliance Policy for Course Content

All Concurrent Enrollment instructors must adhere to the current course outline. In order to adhere to this document the instructor must follow the standards and rigor throughout the course. This includes: assessment of student learning, achieving the course outcomes, course content, and the appropriate credit amounts.

If the mentor feels that college-level standards and rigor are not being met, the mentor will inform the College's Dean of Outreach and Strategic Partnerships and will meet with the instructor to address the concerns on a case-by-case basis.

All Concurrent Enrollment course content will meet the course outcomes listed on the course outline (official PTCC curriculum document). This includes the intended course expectations and rigor. During the academic year, the mentor will meet with the instructor to ensure course content is being met. In the case that course content is not being met, the following will occur:

1. The mentor will document the concerns that course content is not being met and share this information with the Dean of Outreach and Strategic Partnerships.
2. The Dean of Outreach and Strategic Partnerships will arrange a meeting between the appropriate high school personnel and college personnel to determine a development plan.
3. The mentor will determine if the development plan has been implemented through a classroom observation.

If it is determined that the course does not meet the intended outcomes or rigor, the instructor will not be allowed to teach the course in the next academic offering. The high school will be made aware and will need to identify another appropriately credentialed instructor to teach the course. If there are no other instructors, the course will not be offered for the next academic year.

Non-Compliance for Faculty Mentors

All faculty mentors for Concurrent Enrollment are expected to adhere to the guidelines set by PTCC and National Alliance for Concurrent Enrollment Partnerships (NACEP). The guidelines set forth by NACEP are to ensure quality for Concurrent Enrollment Programs. All faculty mentors are expected to follow the roles and responsibilities within the position, and frequent and timely communication with CE instructors and the Concurrent Enrollment program director is required. Participation in in-person meetings, email communication exchanges, phone calls, and requests for documentation related to NACEP Standards is expected.

Activities such as site visits, ensuring curriculum alignment, syllabi review, new instructor training, and professional development approval/monitoring are also required. If college administration deems that a faculty liaison is not fulfilling their duties, the liaison may be subject to disciplinary action.



APPENDICES

APPENDIX A – NACEP Standards and Required Evidence for Accreditation

Partnership Standards

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

Faculty Standards

Faculty 1 (F1)	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.
Faculty 2 (F2)	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 3 (F3)	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.
Faculty 4 (F4)	The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

Assessment Standard

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

Curriculum 1 (C1)	Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 2 (C2)	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.
Curriculum 3 (C3)	Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

Student Standards

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

Program Evaluation Standards

Evaluation 1 (E1)

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

Evaluation 2 (E2)

The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

APPENDIX B – Student Application Process

NOTE: Students participating in concurrent classes only need to apply to PTCC once. SKIP this step if a student has taken PTCC classes previously.

1. www.pine.edu
2. Click on “apply”
3. Click “Online Application”
4. New Students: Click “Create StarID” (continue through process, writing down StarID and password)
5. Returning Students: Click “login” (students who have taken a course at PTCC or any other Minnesota State college or university)
6. Enter your “StarID”
7. Enter your “StarID password”
8. Select “PTCC” as your institution.
9. Fill out the application with all required fields
 - a. Personal tab: double check social security number for accuracy
 - b. Education tab: make sure students select “Yes” confirming they are currently a high school student.
 - c. Education tab: Enter student’s specific high school and anticipated graduation date
 - d. Education tab: Skip “High School Prep Standards”
 - e. Major tab: select the semester in which the course began.
 - f. Major tab: select “complete courses, but not a degree” and “part time student” as major-educational intent option
 - g. Major tab: select “PTCC Concurrent Enrollment ” as campus option
 - h. Major tab: select “No” indicating student has not attended PTCC previously
 - i. Review tab: check the box, enter StarID password and submit
10. Welcome to PTCC!

APPENDIX C – Student Registration Process

1. www.pine.edu
2. Click on “Current Students” at the top of the main page
3. Click on “Login to eServices”
4. Enter your “StarID”
5. Enter your “StarID password”
 - a. Note: students created their StarID and associated passwords during the application process. Click “Need Login Help?” to reset password
6. Select “PTCC” as your institution
7. Click on “Login”
8. Click on “Courses and Registration”
9. Click on “Quick Add (Register)”
10. Select the appropriate semester (semester in which the course began)
11. Enter course ID

12. Click “Register”
13. Review the course listed
14. Enter your StarID password to register
15. You are now registered!

APPENDIX D– Verifying Class Rosters

Verify your class lists often on the PTCC web site:

1. www.pine.edu
2. Click on “Staff & Faculty” at the top of the main page
3. Click on “Class Lists and Grade Entry”
4. Enter your “StarID” (please note: to activate your StarID, visit <https://starid.mnscu.edu>)
5. Enter your “StarID password”
6. Select “PTCC” as your institution.
7. Check the “Display Name” box
8. Click on “Login”
9. Login
10. Click on “Class Management”
11. Change semester if necessary
12. Click on “Class List”
13. Click “Go” in desired the course name row
14. Click on “PDF/Print” rectangular box
15. A PDF File will load in your web browser; you may then view or print the class list

NOTE: If you do not have a Tech ID #, need to obtain your existing Tech ID #, or need help activating your StarID, please contact the Registrar.

APPENDIX E– Entering Grades in eServices

Entering grades on the PTCC web site:

1. www.pine.edu
2. Click on “Staff & Faculty” at the top of the main page
3. Click on “eServices”
4. Enter your “StarID” (please note- to activate your StarID, visit <https://starid.mnscu.edu>)
5. Enter your “StarID password”
6. Select “PTCC” as your institution.
7. Login to eServices and click on “Faculty application”
8. Click on “Class Management”
9. Change semester if necessary
10. Click on “Grade & LDA Entry”
11. Notice the “Grading Status” Box: Grading will either be open for saving drafts, or posting.
 - a. Saving drafts allows you to save a draft of a student’s grade. This does not provide a student with a final grade and can be changed
 - b. Posting Grades posts final student grades and cannot be changed.
 - i. Posting Grades opens up one week before the scheduled course ending date and remains open until four days after the end of the course.
12. Click “Go” in desired the course name row
13. Check the box next to the student for which you intend to assign a letter grade
14. Find the appropriate grade in the “Grade” drop down column
 - a. If a student earned an “F” in your course, the system requires a last date of attendance. Enter the date the student last participated in class, even if it was during the final exam
15. If applicable, enter the appropriate grade shade in the “Grade Shade” drop down column
16. Make sure the “Attended” button is checked unless the student is receiving an “F” grade

17. If you wish to only save your draft of the grades and post final grades later, or if posting final grades is not available yet, click the “Save Draft” button. You will then be taken to a screen that asks you to input your password/PIN to save the draft
 - a. Note: If you elect to save a draft of your grades, you are still required post your final grades four days following the scheduled end date of the course
18. If you wish to permanently post your final grades, and the grading window is open for posting final grades, click “Post”, and you will be sent to a screen that will prompt you to enter your StarID password to post the grades
 - a. Note: posted grades cannot be revoked using eServices. If you wish to change your grades after posting, see the process outlined below
 - b. Note: Students who have “Withdrawn” from the course will earn “W” grades, and instructors will not be able to change those grades using eServices
19. If you wish to print your grades, you can follow the previous directions for printing a class list to print your grade reports.

APPENDIX F – Changing Grades in eServices

If you have made an error after posting final grades, you can edit course grades via eServices

1. Login to eServices and click on “Faculty application”
2. Select “grade change” option, which will direct you to the grade change request page
3. Select the appropriate term
4. Select appropriate course
5. Locate student that requires a grade change and click “edit” on the far right side
6. Record the new grade
7. Record the reason for the change in grade (for example, “completed final project”)
8. Click save
9. Enter StarID password for confirmation
10. A notification will be sent to PTCC’s registrar, who will complete the grade change process

If you wish to change a student’s grade after posting, please contact the PTCC Registrar with the course information, student ID, and requested changes you would like to make.

APPENDIX G – Sample PTCC Syllabus for Concurrent Enrollment Classes

High School Logo Here



**Pine Technical &
Community College**
A MEMBER OF MINNESOTA STATE

Pine Technical & Community College

[Enter Course Information (Enter Credits)]

Pine Technical & Community College

[Enter Term]

Name: [ENTER INFO HERE]

Email: [ENTER INFO HERE]

Phone: [ENTER INFO HERE]

Office Hours: [ENTER INFO HERE]

Bio Sketch: [ENTER INFO HERE]

PTCC Faculty Mentor Name: [ENTER INFO HERE]

Email: [ENTER INFO HERE]

Phone: [ENTER INFO HERE]

www.pine.edu

Your course is supported by a PTCC Faculty Mentor, who ensures the class meets college-level standards and provides resources to your teacher so you receive the same quality education as students on campus.

Course Overview

INSTRUCTORS: In this section, include a message discussing the course title, credits, and description. These are taken directly from the common course outline for the course which is found in S:/Curriculum/Course Outlines – PDF. You may wish to expand the breadth and depth of this overview by discussing specific concepts, theories, etc., that will be covered during class [REMEMBER TO DELETE THIS MESSAGE]

Prerequisite Knowledge

INSTRUCTORS: In this section, include a message discussing prerequisite knowledge that you require or prefer that students have before taking this course. Prerequisite knowledge should include prerequisite coursework as well as other skills and proficiencies [REMEMBER TO DELETE THIS MESSAGE]

Course Outcomes

***INSTRUCTORS: In this section, include a numbered list of course-level learning objectives. These are taken directly from the common course outline for the course which is found in S:/Curriculum/Course Outlines – PDF. Below is an example:*

Upon successful completion of this course, students will be able to

- 1) Explain...

- 2) Apply...
- 3) Discuss...
- 4) Recognize...
- 5) Critically evaluate...

[REMEMBER TO DELETE THIS MESSAGE]**

Textbook/Reading Materials and Supplies

Required:

INSTRUCTORS: This section should be edited prior to the beginning of each course, and should include an exhaustive list of required textbook and/or reading materials (include identifying information such as ISBNs, website addresses, citations, etc.). If there are no required reading materials for this course, state "None". Also, include any supplies that are needed for the course. [REMEMBER TO DELETE THIS MESSAGE]

Course Format and Schedule

Course Format:

**INSTRUCTORS: In this section, include a message outlining the anticipated course format. At minimum, you will want to address the following topics:

- How long is the course?
- How is the course delivered?
- How is the course organized?
- Are there any synchronous aspects to the course? If so, what are they?
- Is group work expected? If so, how will that work?
- Are there any additional software applications that will be helpful for students when taking this course?
- In what format(s) do you allow assignments to be submitted/uploaded?
- How are quizzes and exams completed? Is proctoring available?
- When can students expect feedback on assignments?
- How frequently are students expected to login to the course?
- How many hours each week should students expect to commit to this course?
- Are students allowed to work ahead?
- Is late work accepted?
- Is there extra credit?

[REMEMBER TO DELETE THIS MESSAGE]**

Course Schedule:

INSTRUCTORS: In this section, include an overview of your course schedule by week. Sequence course expectations and due dates to avoid extrinsic cognitive load. Organize consistently -- we recommend chronologically, but regardless, choose a model and keep it consistent. The course schedule could also be attached to the syllabus at the end, rather than situated in this area. [REMEMBER TO DELETE THIS MESSAGE]

Assessment and Grading

[INSTRUCTORS: IN THIS SECTION, INCLUDE THE FOLLOWING INFORMATION:]

An outline of each graded assignment/assessment, its percentage of the final grade, and either the rubric for each assignment/assessment or a reference to the location of this rubric when possible. You will also need to include an overall final grade breakdown. If you have a policy about late work, or if you allow extra credit, etc., include that information here as well. Ensure that any deadlines you add here are consistent with your course schedule.

Some assessments, such as tests and quizzes, may not have a public rubric that can be shared in advance of the assessment, but you should at least make clear what learning goals you will be assessing in the assessment. Rubrics should have the following qualities:

- They should include examples of each criteria for the grade.
- They should include an articulation of what "excellent", "good", "fair", "poor", and "far below expectations" look like (or some other scale of the instructor's choosing).
- They should be continuous for positive integers adding up to the final grade, with excellent being the # of points a student can get to move toward an "A" in that category", "good" being the points that a learner can get toward a "B" in that category, etc.

Example: "Clarity of writing: 20 points of the total 50 points for this paper." The breakdown might look like this:

- Excellent (19 - 20 points): The paper has a clear thesis, and all subsequent paragraphs support that thesis. The writing is cogent and lucid.
- Good (17 - 18 points): The paper has a clear thesis, and subsequent paragraphs generally support that thesis. The writing is largely cogent and lucid, but may meander a bit in places or begin to lose focus at moments.
- Fair (15 - 16 points): The paper has a somewhat clear thesis, and/or subsequent paragraphs sometimes support that thesis. The writing is a mix of compelling and confused, but a general narrative arc can be identified.
- Poor (13 - 14 points): The paper lacks a clear thesis, and/or never builds a clear narrative arc supporting the thesis, but a basic narrative structure still exists. The writing is not convincing and/or lacks clear narrative, but there remains a thread of clarity.
- Far below expectations (0 - 12 points): No thesis exists, and little to no narrative arc can be identified. The writing is largely unintelligible.

Consider each assessment, and ensure that you can map it back to the course and module level learning goals/objectives. Try not to have only multiple choice quizzes and tests if possible. Add alternative ways for a student to show that they know the content (i.e. presentation, paper, artifacts).

As you construct assignments and assessments, ask yourself "does this reasonably assess what I've stated I care about?" If you want students to create, for example, asking them to take a multiple choice test is unlikely to meet this objective.

Use of Artificial Intelligence (AI)

Include your course guidelines regarding the use of AI.

Other Important Information

Student Code of Conduct and Academic Dishonesty

Academic dishonesty is the submission of false academic records, cheating, plagiarism, altering, forging, or misusing a college academic record; acquiring or using test materials without faculty permission; acting alone or in cooperation

with another to falsify records or to obtain dishonest grades, honors, or awards. Academic Dishonesty is a violation of the Student Code of Conduct at Pine Technical & Community College. Students who do not follow this code of conduct are subject to disciplinary procedure.

To plagiarize is to claim or submit the academic work of another as your own or to allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization. Plagiarism can be punishable by **failure** of the assignment, the course, and potential **expulsion** from Pine Technical & Community College. All writing for this class be original work. This means that work completed for a different course, will not be accepted.

[REMEMBER TO INSERT YOUR SPECIFIC INFORMATION REGARDING YOUR CONSEQUENCE; for example 0 on the assignment with no opportunity to make up the points]**

Inclusive Classroom

INCLUSION embraces all dimensions of the human experience, from our differences to our similarities, and creates a climate where all feel valued and appreciated, where there is substantive interaction among all. This learning environment is designed to provide opportunities for students to share cultural knowledge, engage students in the discussion of real-world problems from diverse perspectives, and involve students through collaborative work. If you feel your differences may in some way isolate you from Pine Technical and Community College's community or if you have need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Accessibility and Accommodations:

Pine Technical & Community College values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our institution is committed to the inclusion of individuals with disabilities in its programs, services, and activities through its compliance with state and federal laws. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please notify the instructor as soon as possible. PTCC will provide reasonable accommodations to individuals with documented disabilities enrolled in courses at the college. For more information visit:

<https://pine.edu/student-services/accessibility-accommodations/>

Students who have any physical or mental conditions, which their healthcare provider has indicated on the medical form, may be referred to the Student Success Coordinator.

Academic Alert:

Pine Technical and Community College (PTCC) is committed to student success and retention. If a student stops attending, falls behind in their assignments, or does poorly on tests, faculty can use the Academic Alert System as another intervention tool. It can also be used to identify students who are having challenges and connects them with services to help them be successful. Each alert goes directly to the student's e-mail as well as to the Student's Program Advisor, Student Success Coordinator, and Student Success Advisor. The goal is to identify, as soon as possible, what types of support a student may need to get back on track for the course, and for them to successfully complete the course.

NOTE: Students are expected to be familiar with all college policies, including those above. For a complete list of college policies, please visit: <https://pine.edu/about-ptcc/policies-procedures/>

Course Evaluation:

Pine Technical and Community College values student feedback and uses this feedback to improve our curriculum, the learning environment, and the teaching and learning process. At the end of this course we will be seeking your honest feedback, and ask that you consider completing the short survey. You will be given class time to do so. Your feedback is anonymous and will not be directly identified with you as an individual. We thank you in advance for your assistance in continuing to make the Pine student experience special.