ALEXANDRIA Technical & Community COLLEGE

A member of Minnesota State

Concurrent Enrollment Faculty Liaison Handbook

NACEP

Advancing Quality College Courses For High School Students

Thank You!

We would like to thank you for taking on this role as a faculty liaison for our concurrent enrollment program. Because of your commitment, our high school instructors will feel confident in their role teaching ATCC courses in their high schools.

Your experience in teaching the same courses here on campus or online is what makes this faculty liaison relationship unique. We look forward to your continued leadership and appreciate your desire to make our concurrent enrollment program the best that it can be.

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This handbook is not an employment contract, expressed or implied.

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Mission

Alexandria Technical and Community College's Concurrent Enrollment (CE) program provides high school students the opportunity to earn college credit with rigorous academic courses taught by highly qualified high school instructors in a familiar high school environment. The CE program serves to enhance the partnerships of area high school students with the college and be a model for a quality foundation of academic excellence.

Accreditation

Alexandria Technical & Community College has been a member of the National Alliance of Concurrent Enrollment Partnerships (NACEP) since 2012. NACEP works to ensure that college courses offered in high schools 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 instructors benefit from meaningful, ongoing professional development.

Concurrent enrollment provides high school students the opportunity to take college-credit bearing courses taught by college-approved high school instructors. It is a low-cost, scalable model for bringing college courses to students in their high schools. Students gain exposure to the academic challenges of college while in their high school environment, earning transcripted college credit. Concurrent enrollment also facilitates close collaboration between high school instructors and college faculty liaisons that fosters alignment of secondary and postsecondary curriculum. Sometimes called "dual credit," "dual enrollment," or "college in the high school," concurrent enrollment partnerships differ from other models of dual enrollment because high school instructors instruct the college courses.

NACEP plays a large role in our concurrent enrollment program. We need to be compliant with the program standards with adequate and substantial data to show program growth and improvement. A school that has earned NACEP accreditation has demonstrated compliance with standards related to instructors, curriculum, student services, student assessment, and program evaluation. Having met these standards, colleges and universities can guarantee that the courses taught at partner high schools are of the same quality as courses taught on campus.

Alexandria Technical & Community College received NACEP accreditation in April 2018 and will be due for reaccreditation in 2026.

Options for Students

High school students have many options for taking courses for college credit through ATCC. The following options are available to students:

- Post-Secondary Enrollment Options (PSEO)
- Concurrent Enrollment Program (CEP)
- Online College in the High School (OCHS)

Post-Secondary Enrollment Options is a state funded program that offers high school sophomores, juniors, and seniors the opportunity to take college-level courses taught by college faculty either online or on campus. The credits earned can apply towards both high school graduation and college degree requirements. Tuition and textbooks are at no cost for students in the PSEO program. This program was developed by the Minnesota legislature in 1985 to provide rigorous academic challenges to qualified students.

Concurrent Enrollment is a form of PSEO commonly referred to as college in the high school. Students earn both college credit and high school credit for the same course. There is no cost to the student to take a course through concurrent enrollment. The course is taught at the high school by a high school instructor. The instructor at the high school is credentialed using the same criteria that is used on the college campus and is paired with an ATCC faculty member from that discipline to serve as their liaison. The course that is taught must be of the same rigor as those held on campus.

Online College in the High School is also a form of PSEO. Students earn both college credit and high school credit for the same course. There is no cost to the student. The course is taught online by a college instructor with only high school students enrolled in the course. The students remain in the high school using an assigned period in their day with a high school proctor present.

All these options are excellent ways for a student to earn credit and begin their college career.

Faculty Liaison Expectations

Faculty Liaison To Do List

The ***Faculty Liaison To Do List*** is found in the Concurrent Enrollment Brightspace course and is intended to help guide and remind you of your responsibilities during the term.

Participate in Orientation

ATCC faculty liaisons who are ***new*** to concurrent enrollment are required to participate in orientation prior to the start of the school year. The orientation for faculty liaisons is online and can be found within the Concurrent Enrollment Brightspace course. At the end of the orientation, you will be asked to complete a short quiz to verify completion.

Provide Discipline Specific Training

Faculty liaisons will facilitate discipline specific training with ***new*** high school instructors prior to the start of the course. Liaisons also provide ongoing evaluation of the course for returning high school instructors.

Approve Course Materials

Faculty liaisons will review and approve the syllabus and all course materials for their high school instructor's course annually.

Make Mandatory Site Visits

High school instructors must be visited by the college faculty liaison and participate in a regulated site visit. Faculty liaisons make these site visits.

PLEASE NOTE: Should you observe behavior that is not appropriate, methods that are questionable, or have concerns, we ask that you please discuss these immediately with the Dean of Educational Services.

Be in Consistent Communication

Regular check-ins are critical during the year. Because the high school instructors are off campus, it is easy to feel isolated. It is up to the liaison to make sure the instructor is up to date with the latest information regarding the department, the course, curriculum, and any other important details.

Professional Development

High school instructors are required to complete minimally, one discipline specific professional development activity during the academic year. Professional development activities must be discipline-specific, occur annually, and high school instructor participation tracked. Faculty liaisons will work with their high school partner instructor to collaborate on a discipline-specific activity. For planning purposes, the PSEO Department requests a "discipline specific" training agenda from the faculty liaisons be submitted by November 30.

More in-depth information regarding each of these expectations is included in this handbook.

New High School Instructor Training

Online Orientation

The online orientation can be found in the Concurrent Enrollment Brightspace course. Participation is verified through a short quiz the instructors must complete after ending the presentation. While the Director of K-12 Initiatives will be monitoring this participation, it is expected that you will also encourage participation and follow up with your high school instructor regarding the topics discussed.

Discipline Specific Training

After your instructor views the online orientation, arrangements should be made to meet for a one-on-one discipline specific training, which you will facilitate. While the online orientation will discuss topics that are standard across all disciplines (such as grading, site visits, creating a syllabus, etc.), each discipline is different and a training session is required.

This one-on-one session ideally should be scheduled as an in-person meeting and must take place before the start of the class. Because schedules at the high school do not always align with the class schedule at ATCC or due to scheduling conflicts, phone or web-chat sessions are permitted.

To assist with training your high school instructor, please use the ***New Instructor Discipline Specific Training*** form found under ATCC Faculty Forms in the Concurrent Enrollment Brightspace course. Please be sure to list the discipline specific training items that were covered, and submit the form to the Concurrent Enrollment Brightspace course when completed.

Annual Course Preparation

It is expected that faculty liaisons will be meeting with high school instructors annually to evaluate course materials—regardless of how long the high school instructor has been teaching the concurrent enrollment course. Please complete the ***Annual Course Preparation Checklist*** found under ATCC Faculty Forms in the Concurrent Enrollment Brightspace course and submit once completed.

- ✓ **Textbooks**
  - High schools purchase the textbooks. Because of this, textbooks may be a few years old and may need to be considered for an upgrade.
  - Discuss with your high school instructor the books they are using—do they need an upgrade?
    - Because of your connection with various publishers, you may have received exam copies of textbooks. If you have a copy of a new textbook for consideration, providing the high school with a sample will make it easier for them to decide on a new book to use.

- ✓ **Paired Assessments**
  - NACEP accreditation requires side-by-side comparisons of assessments and activities done in the high school classroom with those done on the college campus.
  - The best way to ensure that the high school instructors are using relevant college-level material is to set the expectation that you will be looking at their materials annually.
  - This review should take place before the class begins should any content need to be changed or updated. Review of content includes, but is not limited to:

    - Review materials to ensure that approved course learning outcomes are met.
    - Review of the grading scale.
    - Review of the grading breakdown to ensure it matches your course's breakdown.
    - Review course content to ensure college rigor and alignment with pedagogy.
    - Review of various course assessment methods.

- ✓ **Paired Syllabi**
  - Review both syllabi annually to ensure all requirements are included.
  - Ensure the course outline is referenced in all syllabi and that the information is shared with the concurrent enrollment students.
  - A syllabus template and sample syllabus can be found in the Concurrent Enrollment Brightspace course.

If changes are necessary, provide that feedback to your instructor in writing, setting a date for completion. During the site visit, liaisons are asked to review the course materials again to ensure that what was reviewed prior to the course start is still in place (or updated if changes were required).

Please ensure paired syllabi and paired assessments are reviewed and submitted to the Concurrent Enrollment Brightspace Course.

Syllabus Standards

Per NACEP standards, both the college and high school syllabus should include the following components:

- Teacher name and contact information
- College name
- Course number and title*
- Course description*
- Number of credits*
- Major content/Learning outcomes*
- Use of instructional media and resources (bibliographical info about textbooks, software)
- Student expectations (conduct, academic dishonesty, confidentiality, support services, etc.)
- Evaluation technique (how the grade will be determined)
- Attendance/late work acceptance policy

** Standard verbatim wording from the course outline must be used. Course descriptions and outlines can be found at* https://www.alextech.edu/academics/course-descriptions-outlines *and selecting the discipline. Ensure that a link to the course outline is included in the syllabus.*

A syllabus template and sample syllabus can be found in the Concurrent Enrollment Brightspace course.

Per NACEP requirements, the high school is also asked to update their course catalog and website information to the same course description used on campus. Please refer to the following ATCC policies when addressing these items on your syllabus.

Academic Honesty/Dishonesty

It is the policy of Alexandria Technical & Community College to protect individual academic work and to ensure academic integrity across the college. All students, faculty, and staff are responsible for work submitted under their name. If, by a preponderance of the evidence, an academic act of dishonesty has occurred, discipline by faculty may include a written warning explicitly detailing the offense, a failing grade for that assignment/quiz/test etc., or a failing grade for the course. Academic Affairs may further sanction the student by removal from the course and expulsion from the college. Cheating, or any action that gives the appearance of impropriety, is a serious offense that undermines the legitimate learning process. Definitions of cheating can be found at https://www.alextech.edu/policies-procedures/academic-honesty-dishonesty

Student Code of Conduct

Alexandria Technical and Community College is committed to the creation and maintenance of an academic community that fosters the intellectual, personal, social, and ethical development of its students. The college expects that each student will obey the laws enacted by federal, state, and local governments. In addition, there are certain rules and regulations governing student conduct that have been established by the ATCC and the Minnesota State Board. A list of disciplinary offenses can be found at https://www.alextech.edu/policies-procedures/student-code-conduct

Support Services

It is Alexandria Technical & Community College policy to provide, on an individualized basis, reasonable accommodations to students who have disabilities after appropriate documentation has been received and reviewed by the Office of Support Services. Students with disabilities are encouraged to contact the Director of Support Services at 320-762-4684 to discuss their accommodation needs.

Faculty Liaison Site Visits

NACEP accreditation standards mandate that faculty liaisons conduct site visits to ensure that courses offered through the Concurrent Enrollment Program are the same as the courses offered on campus.

Site visits will take place **twice during the course term** for **new** high school instructor-faculty liaison relationships and **once each term for repeat relationships**. If the instructor is teaching more than one section of a course, only one site visit is needed. If the instructor is teaching multiple courses, site visits will need to occur in each course. This visit will take place at your instructor's high school. We want to encourage you to have a date set as soon as possible to minimize last minute scheduling conflicts. The site visit can happen any time during the course, though it is best if the visit happens after the class has been in regular session for at least a week.

We recognize that observing a class session does not always provide enough information to accurately indicate that the course matches a course taught on campus. Therefore, in addition to observing the course, the visit should also include the following:

- Discussion on how the term is progressing.
- Review activities, assignments, and projects the instructor has planned during the semester.
- View any graded material such as exams and papers.
- Discuss their goals while teaching this course for the rest of the semester.

During the visit should you find that areas need to be addressed (such as changes to course materials since the review prior to classes starting, providing updated resources, benefit of additional coaching/mentoring, etc.), please note these on the site visit form along with the plan for improvement. As the liaison, you will be responsible for this initial follow-up.

If you are not able to observe the course hour in person, please consider the following options:

- Have the instructor record the course for you to view.
- Link in through Skype, FaceTime, or other conferencing apps such as Zoom or Teams.

If you are not able to view your instructor's class in session, you are still required to visit the instructor at the high school during the semester.

We want to be clear that this is not an evaluation. This visit is to make sure that the course meets ATCC's standards as well as to provide the instructor with constructive feedback. If at any time you feel the goals of the course are not being met, or there is a concern about the teaching method, do not hesitate to contact the Dean of Educational Services.

Please use the ***High School Visit Report Form*** found under ATCC Faculty Forms in the Concurrent Enrollment Brightspace course. This should be a reflective report of your observation. Once completed, please submit a copy to Brightspace as well as the high school instructor.

State vehicles may be used for site visits.

Staying Connected

As a faculty liaison, a key component of your role is to keep in regular, consistent contact with your high school instructor. Taking on this responsibility means making a commitment to not only assist Alexandria Technical & Community College in maintaining NACEP compliance, but fully embracing the liaison role with your instructor.

The following are ways that liaisons have stayed in touch with instructors:

E-mail

E-mail is a great way to stay connected, especially if the high school is not in the same town. We encourage e-mails throughout the semester. For example: after the first week of the semester, before/after midterms, before/after breaks, before/after end of the term.

Phone Calls

Some liaisons and instructors like to speak over the phone rather than via e-mail. Many high school instructors have a prep hour where they can take a phone call in their classroom. As new terms begin, instructor prep hours can change. Check with your instructor about their prep schedule.

One-on-One Meetings

You may find it easier to stay organized by planning regular one-on-one meetings with your instructor. This can be done over coffee, over the phone, or even via web services like Skype, Zoom, or Teams.

IMPORTANT: Please be sure to keep a record of all correspondence with your high school instructor, as well as any documentation that you provide them. If you have one-on-one meetings that take place face-to-face, please take notes on your conversation and send a copy to your instructor via e-mail and save a copy for your records. This information may be necessary for NACEP accreditation reporting.

Professional Development

NACEP Faculty Standard (F3) requires the concurrent enrollment instructors to 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.

It is the expectation that high school instructors will be in attendance and sign in for required professional development opportunities, regardless of how many colleges or universities the instructor works with for concurrent enrollment. ATCC recognizes that there may be a semester, or even a full academic year, where the class is not offered at the high school for college credit. Instructors who do not have a class during the academic year will not be required to attend professional development. ATCC provides continued mentoring and coaching throughout the academic year to our high school instructors.

Alexandria Technical & Community College's professional development includes:

- **Ongoing Communication between the Faculty Liaison and the High School Instructor:** Regular, ongoing conversation is the foundation for a good liaison/instructor relationship. This communication provides necessary feedback but is also rich in development for both the liaison and the instructor. There is no requirement for a specific number of phone calls or e-mails though a good best practice is to check in once every few weeks.
- **Team Meetings:** In addition to the college's annual Concurrent Enrollment Advisory Committee Meeting, various additional meetings are held which may include high school administration (superintendent, principal, counselor, etc.), high school instructors, faculty liaisons, Dean of Educational Services, and Director of K-12 Initiatives. These meetings are an opportunity to communicate about how the partnership is progressing, discuss successes and challenges, and share information.

- **Discipline Specific Professional Development:** High school instructors have many options available to them to meet this requirement. Professional development should be relevant to the discipline and to concurrent enrollment. Options include (but are not limited to):
    - Online webinars
    - Attending or presenting at a conference or workshop
    - Participating in discipline specific training with their faculty liaison during ATCC's Professional Development Day in January

Liaisons are required to:

- Provide all seminar descriptions, materials, event minutes, conference reports or individualized meeting summaries utilized from the discipline annual professional development activity.
- Monitor their instructor's professional development choice as it needs to be *discipline specific*.
- Follow up with instructor to ensure they attend/participate in the professional development activity and report to the Dean of Educational Services & Director of K-12 Initiatives who do not attend.

Once your instructor has completed this requirement, the faculty liaison and high school partner instructor will complete the ***Annual Discipline Specific Professional Development Reporting Form*** that can be found in the Concurrent Enrollment Brightspace course. The discussion between you and your instructor should be reflective and details of how it further enhances course-content and delivery knowledge and/or addresses research and development in the field. **This form is due in Brightspace by March 15th**.

Additional Areas for Mentoring

The best faculty liaisons are those who go the extra mile and look for ways to be a coach and impact the lives of those they are mentoring. For most, there is a lot of trial and error in finding this balance as it can vary from instructor to instructor.

You are in a unique situation because most of the instructors appointed to the concurrent enrollment program have been teaching for some time. This is where many liaisons have stepped back and taken a hands-off approach to working with their instructor. Why? They feel as though the instructor does not need their help or assistance. The result? Very little contact, lack of follow through, and the instructor feeling abandoned.

Here are some ways in which you can begin to build a good mentor relationship with your instructor.

- ***Don't Assume That an Instructor Knows It All***
  Writing a syllabus? Creating a rubric? Think all instructors know how to do this *just because* they are instructors?

  - *If your instructor is new:* Ask them how they are feeling. Ask them if they have started to work on their syllabus and rubric already and ask to see a copy. Provide examples of your own syllabus and rubric for the course so they can see your examples.

  - *If your instructor is returning:* If you and your instructor are working together for the first time, do not assume that the previous liaison looked at their classroom materials. Double check and offer suggestions if appropriate. If you are assigned to the same instructor again, continue to look for ways to continue to coach and encourage them as they teach this course again. An example of this would be goal setting and learning from previous year's outcomes.

- ***Provide Opportunities for The Instructor To Visit You On Campus***
  Because our high schools do not start until after college starts in the fall, offer your high school instructor the opportunity to visit you on campus and observe your class. This can be exciting for an instructor, as they may find some unique takeaways from your lecture and activities. This is a great way for you to collaborate and share ideas!

- ***Target Anxiety***
  It is normal for high school instructors to be anxious before teaching a new class. You have been there and know what it feels like. By building a strong relationship with your instructor and offering support, they should begin to trust you. Once this happens, the likelihood of the instructor seeking you out to talk about what is troubling them will be easier.

- ***Model Balance***
  Many instructors are striving to be the best. While this is commendable, it can also lead to unrealistic goals and expectations, causing undo stress and anxiety! Offer a bigger picture view so that your instructor can focus on what is in their control. While you may not be on the same campus, how you interact will provide them with a sense of how you balance your life. Remember there is a fine line between being too laid back and modeling good balance and choices.

--Adapted from the book, *On Being a Mentor, A Guide for Higher Learning Education Faculty*, by W. Brad Johnson

Concurrent Enrollment Roles & Responsibilities

Alexandria Technical & Community College Responsibilities

- Adhere to all Minnesota State, Higher Learning Commission (HLC), and National Alliance of Concurrent Enrollment Partnership (NACEP) policies and standards.
- Establish and maintain a concurrent enrollment advisory board.
- Secure annual contracts with high schools and ensure accurate billing.
- Provide a comprehensive list of all courses offered with descriptions that are publicly available from the college.
- Provide prerequisite requirements for each college course.
- Provide appropriate registration, withdrawal, and drop/add information.
- If students don't meet high school GPA requirements, facilitate administration of ACCUPLACER testing.
- Maintain appropriate academic records documenting each concurrent enrollment course.
- Provide students access to a handbook which contains information regarding academic and student support services available to all students at ATCC which also outlines academic policies and student responsibilities.
- Make appropriate record adjustments for students in accordance to drop/add and withdrawal policies.
- Ensure the maximum enrollment of a concurrent enrollment section does not exceed the on-campus cap.
- Provide official student transcripts upon receipt of request and fee payment.
- Maintain college course records and award college credit for successfully completed courses.
- Conduct end of term student course evaluations for each section of concurrent enrollment.
- Provide new high school instructors and college CEP faculty liaisons with an orientation and handbook regarding course curriculum, assessment criteria, and administrative responsibilities and procedures prior to teaching or mentoring the course.

College Faculty Liaison Responsibilities

The ATCC faculty liaison's role is to serve as the instructor of record; as such he/she oversees and ensures the integrity of the course as defined by the National Alliance of Concurrent Enrollment Partnerships (NACEP), ATCC, and the academic department.

- Review Faculty Liaison Handbook
- Meet with new high school partner instructor(s) prior to the course start to review syllabus, textbook, assignments, assessments, grading, High School Partners Handbook, and to share college course rigor and expectations (Faculty Standard 2).
- Complete & submit the Annual Course Preparation Checklist with high school partner instructors.
- Submit both high school and college shared syllabi for each course section during the first week of the semester (Curriculum Standard 2).
- Make a minimum of two site visits per course for a first-time high school instructor-faculty liaison relationship and one site visit for a repeat relationship. Additional site visits can be made if needed to ensure academic integrity of the course (Curriculum Standard 3).
    - Complete and sign the High School Visit Report for each visit. Once completed, provide a copy of the form to high school instructor, and submit form to the appropriate Concurrent Enrollment Brightspace assignment folder.
- Submit at least one shared paired student grading activity or grading-related item (Assessment Standard).

- Ensure high school partner instructors complete annual discipline-specific professional development (Faculty Standard 3).
- Discipline Leads/Chairs – complete a Statement of Equivalency to affirm NACEP standards are being met.
- Provide opportunities with high school partner instructors to share best practices.
- Maintain bi-directional communication with high school partner instructor related to the course, its delivery, student assessment, and grading.
- Notify concurrent enrollment program administration and high school instructors as soon as there are course outline updates, changes in curriculum, and if/when new texts are selected.
- Provide access to supplementary materials and resources approved by the department for use with the specific course being delivered at the high school.
- Be actively involved in student outcome assessments including review of student work.

High School Responsibilities

- Sign annual contract with ATCC and submit payment as per contract.
- Obtain college approval of instructor's eligibility to teach concurrent courses prior to assignment and immediately notify college if there is a change of instructor for any concurrent classes.
- Allow instructors to attend CEP professional development activities as requested.
- In collaboration with the high school guidance office, provide counseling services to students and their parents/guardians before students enroll in ATCC's concurrent enrollment courses. This ensures that the student and their parents/guardians are fully aware of the risks and possible consequences of enrolling in concurrent enrollment courses.
- Collaborate with ATCC to administer ACCUPLACER for students who do not meet minimum high school GPA requirements.
- Provide ATCC a class roster of eligible students for each concurrent enrollment course offered. The roster shall include the full name of each student.
- Ensure all students submit an online College Application and high school transcript to ATCC.
- Concurrent enrollment courses shall not simultaneously enroll concurrent enrollment and non-concurrent enrollment students without proper paperwork being submitted and approved by college administration.
- Assist in student compliance with the drop/add and withdrawal policies.
- Provide all textbooks and other instructional materials/equipment required for the course as determined by the sponsoring academic department and faculty liaison.
- Plan for a smooth transition when replacing a CEP instructor including obtaining CEP approval when a long-term substitute instructor is required.

High School Instructor Responsibilities

- Work with the college faculty liaison from the discipline to prepare the content, assessment, textbook selection, and syllabus for the college course.
- Provide your faculty liaison with a copy of your course syllabus to ensure students are assessed using the same methods as students in on-campus sections.
- Attend annual professional development and discipline specific training.
- Participate in the college's ongoing assessment of student learning.
- Review class lists in Brightspace to ensure accuracy of students registered for the college course.
- Communicate on a regular basis with your faculty liaison through phone, e-mail, in-person, etc.
- Provide the faculty liaison with documentation that ensures each concurrent enrollment course is equivalent in content and rigor to the same course offered on campus.
    - This documentation should include copies of quizzes, exams, and completed homework assignments that are examples of student A-level work, B-level work, and C-level work. A student's grade in a course is to be based on their academic performance on assignments and tests or other

factors as mutually agreed upon by the high school instructor and faculty liaison and as stated in the syllabus. The faculty liaison reserves the right to approve any mid-terms as well as the final examination. If not approved, the faculty liaison must demonstrate that the exam does not evaluate at the college level and/or it is not consistent with course learning objectives.

- Assign final, whole letter grades to each student on the class list according to ATCC course grading standards. Final course grades are submitted via eServices within 5 calendar days of end of course.
- Participate in electronic surveys (end-of-course student surveys and instructor program surveys).
- If on a Faculty Credentialing Plan, meet eligibility criteria by date specified in the plan.
- Be aware that failure to adhere to ATCC policies and expectations may result in instructor discontinuation in the CEP program.

Non-Compliance Policy

As part of ATCC's concurrent Enrollment Program, High School Partner Instructors agree to uphold the rigor of their classes to the same standards of those taught on our campus. Along with teaching a rigorous, college level course in the high school, High School Partner Instructors also agree to attend annual Professional Development Opportunities and remain vigilant in their communications with ATCC representatives. Non-compliance occurs when any of the outlined concurrent enrollment courses content expectations are not adhered to.

If an ATCC Faulty Liaison has significant concerns regarding a concurrent enrollment instructor's adherence to the course content, academic rigor, and/or assessment components, the instructional issues will be address on a case-by base basis with the goal of assisting the concurrent enrollment instructor to correct the concerns.

1. The faculty liaison's concerns will be documented in writing in the site visit report and sent to the Dean of Educational Services and Director of K-12 Initiatives. The written document will be kept in the Concurrent Enrollment Instructor application file.
2. The Dean of Educational Services will contact the high school administrator to coordinate a meeting with the high school partner instructor, faculty liaison, and high school administrator to discuss instructional concerns and develop an action plan.
3. The faculty liaison will follow up with the concurrent enrollment instructor, either through another meeting or through classroom observation, to determine if the concerns outlined in the action plan have been address and resolved.
4. If, after a thorough consultation and careful consideration, the faculty liaison and the Academic Dean determine that the course does not maintain college quality, the instructor will lose his/her status as a concurrent enrollment instructor in that discipline. The high school administration will be informed of the college's decision, and ATCC's Dean of Educational Services along with the Director of K-12 Initiatives will work with the high school to identify another instructor, if appropriate.

Alexandria Technical and Community College's Concurrent Enrollment Program reserves the right to de-certify, suspend, or dismiss a High School Partner Instructor at any time for gross misconduct or non-compliance with Alexandria Technical and Community College policies and procedures. Please visit https://www.minnstate.edu/board/procedure/1c0p1.html to access the Employee code of Conduct.