ALEXANDRIA Technical & Community COLLEGE

A member of Minnesota State

Concurrent Enrollment
High School Partners Handbook

NACEP

Advancing Quality College Courses For High School Students

Welcome!

It is a pleasure to welcome you to Alexandria Technical & Community College (ATCC) as a part of our Concurrent Enrollment Program. You will be contributing to an institution with a long history of innovation and excellence within a student-centered learning environment, which is dedicated to providing an accessible, affordable, and supportive setting for all students.

It is our hope that your association with the Alexandria Technical & Community College staff, faculty, and students will be a valuable experience. We also encourage you to take part in the numerous opportunities for professional development at the college.

This handbook will provide you with an introduction to ATCC's Concurrent Enrollment Program, information about roles and responsibilities of high school instructors along with pertinent policies, procedures and practices of our Concurrent Enrollment Program. Many of these policies, procedures, and practices are mandated by the Minnesota Legislature, Minnesota State Colleges and Universities, and Alexandria Technical & Community College.

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

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Our Mission

Alexandria Technical & Community College's Concurrent Enrollment Program (CEP) 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 CEP serves to enhance the partnerships of area high school students with the college and be a model for a quality foundation of academic excellence.

NACEP Accreditation

Alexandria Technical & Community College's CEP is fully accredited by NACEP (National Alliance of Concurrent Enrollment Partnerships), a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment. NACEP is the sole accrediting body for concurrent enrollment programs that advises quality college courses in the high schools and helps these programs adhere to the highest standards so that students experience a seamless transition to college. Adherence to NACEP standards provides students with a smooth transition to post-secondary work and instructors with opportunities for meaningful professional development in a supportive collegial atmosphere.

NACEP Standards are measurable criteria that address quality in concurrent enrollment programs. The standards promote the implementation of policies and practices as a guideline for concurrent enrollment programs. Additionally, the standards encourage greater accountability for concurrent enrollment programs through required impact studies, student surveys, and course and program evaluations.

Program Benefits

Concurrent Enrollment Students

- Earn dual college and high school credit for CEP courses take at the high school.
- Receive ATCC credit for free, potentially saving thousands in college costs.
- Develop college-level learning skills.
- Take rigorous courses and explore content at a deeper level.
- Receive ATCC credit immediately after successfully completing the course.
- Get a jump start on post-secondary studies allowing for greater flexibility in college.
- Access services offered to ATCC students, such as learning resources and support services.

Concurrent Enrollment High School Instructors

- Teach rigorous college courses to high-ability high school students.
- Network with colleagues in their discipline throughout the region.
- Develop relationships with ATCC faculty liaisons in their discipline.
- Receive valuable professional development opportunities.

Concurrent Enrollment High Schools

- Keep top-performing students who remain with their peers and act as class leaders.
- Retain MDE per-pupil funding.
- Gain reputation as an educational leader in the community.

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 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 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 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 instructors to share best practices.
- Maintain bi-directional communication with high school 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.

Getting Started

High School Instructor Credentialing

All instructors teaching an ATCC Concurrent Enrollment course are approved through an application process similar to on-campus faculty. Instructors in the program must meet the Higher Learning Commission's requirement of having the same minimum credentialing requirements of ATCC's on campus instructors. HLC's temporary extension for instructors to meet minimum requirements expires on September 1, 2025, allowing instructors to complete their fall 2025 courses if they will meet full credentialing by the end of the term. Credentialing requirements vary by discipline and can be viewed here.

Any substitute instructor that will be in place for more than 3 weeks must be approved by ATCC and meet the minimum credentialing requirements. Student teachers are not allowed to teach content in ATCC Concurrent Enrollment courses.

High School Instructor Approval Process:

1. Interested high school instructor reaches out to ATCC's Director of Advising & K-12 Partnerships to express interest in getting instructor credentials reviewed.
2. Director of Advising & K-12 Partnerships provides application instructions to the high school instructor.
3. High school instructor completes ATCC's High School Concurrent Enrollment Instructor Pre-Application form and attaches unofficial copies of undergraduate and graduate transcript and submits materials to the Director of Advising & K-12 Partnerships for credential review.
4. ATCC's academic dean reviews credentials according to Minnesota State Faculty Credentialing guidelines for approvals. If necessary, the Faculty Division Chair may be consulted. The academic dean may choose to:
    - approve credentials. The high school instructor is fully qualified to teach ATCC courses in their approved credential area.
    - deny credentials.
5. Director of Advising & K-12 Partnerships communicates the decision to the high school contact and instructor.

Course-Specific Training

Each high school instructor will meet one-on-one with an assigned faculty liaison for course-specific training. This training will cover course objectives, syllabus requirements, instructional materials, grading standards, and any other expectations to ensure alignment with the on-campus course. It also provides an opportunity to ask questions and collaborate on best practices for delivering the course at the college level.

Program Orientation

All high school instructors are required to complete a mandatory online orientation. Before accessing the course, instructors must activate their StarID (see instructions below). The orientation concludes with a brief quiz to confirm completion and understanding of key program information.

StarID

StarID is your universal Minnesota State user ID. It is used to access MyATCC, college email, and Brightspace.

If you have never activated your StarID, you have forgotten your password, or your password has expired:

- At the ATCC website (alextech.edu) click on **MyATCC** found on the right side of the screen
- Click on StarID Self Serve
- At the StarID Self Serve site, click on Activate my StarID or Reset my Password
- Select "I know my State employee number (8 digits)"
    - Enter your State Employee number (ATCC Tech ID). If you don't know your number, please contact the PSEO Department at either 320-762-4545 or pseo@alextech.edu
    - Under College/University, select Alexandria Technical and Community College
    - Enter your Social Security Number
- Create a password
    - Must be changed at least every 180 days
    - Must be between 8 and 128 characters long
    - Use an uppercase, lowercase, number, and special character (examples include: !@#$%&*)
    - Password may not have been used before
    - Password may not contain your first name or last name

Brightspace

From the ATCC main page alextech.edu choose MyATCC and look below for the Brightspace icon. Login with your StarID and password. The Concurrent Enrollment Brightspace course is always available under the tab "All" or "No Semester".

Your college course(s) that you are teaching will appear in Brightspace at least 3 weeks before the start of the term. The college will need to receive the course information from your high school (course name, days, times, etc.) and the initial class lists.

Please note that students often change their high school schedules and could still be added to the class the first five days of the term. Once they are registered, it will take a few minutes before their names will appear on your class list in Brightspace.

Brightspace contact information: April Adickes – aprila@alextech.edu or 320-762-4424

New High School Instructor Checklist

This checklist provides a list of items new instructors are required to complete before their course begins. Please find the ***New High School Instructor Checklist*** in the Concurrent Enrollment Brightspace course.

High School Instructor Expectations

Instructor/Faculty Liaison Partnership

Alexandria Technical & Community College assigns a faculty liaison for each concurrent enrollment course. The faculty liaison works with the high school instructor to ensure consistency of course content delivery and to be a resource for the high school instructor.

High School Instructor To Do List

The ***High School Instructor To Do List*** is found in the Concurrent Enrollment Brightspace course and is intended to help guide and remind you of your responsibilities before, during, and after the term.

Site Visits

NACEP accreditation standards require that faculty liaisons conduct site visits. ATCC requires faculty liaisons to complete at least one site visit per course each term with every high school partner instructor. For new partnerships, a minimum of two visits is expected during the first semester. More visits can be scheduled if needed or requested.

This is not an evaluation. This visit is to make sure that the course meets ATCC's standards as well as to provide you with constructive feedback.

Professional Development

Per NACEP standards all high school instructors are required to participate in annual, discipline-specific professional development offered by ATCC or make alternative arrangements. Attendance and sign-in are expected for all required sessions—this applies regardless of how many colleges or universities the instructor partners with for concurrent enrollment.

High School instructors who do not participate annually in professional development risk warning of non-compliance.

Student Course Evaluations

Each term, ATCC administers student course evaluations for all concurrent enrollment courses. These evaluations use the same set of questions as those used for on-campus courses.

Approximately one month before your course ends, you will receive an email from the Concurrent Enrollment Office containing a link to the course evaluation. Please share this link with your students. The feedback collected helps ATCC better understand student perceptions and expectations of the course.

High school instructors will receive a summary report of the evaluation results once they have been compiled. The Dean of Educational Services and the Concurrent Enrollment Office also receive copies. If any concerns are identified through the evaluations, the Dean will work with the faculty liaison to schedule a meeting with the instructor to address the issues.

To support strong participation and meaningful feedback, instructors are asked to set aside 5–10 minutes of class time for students to complete the course evaluation.

Non-Compliance Policy

As part of ATCC's concurrent Enrollment Program, High School 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 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 Faculty 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 addressed 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 Advising & K-12 Partnerships. 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 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 addressed and resolved.
4. If, after a thorough consultation and careful consideration, the faculty liaison and ATCC's Dean of Educational Services 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 Advising & K-12 Partnerships 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 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.

The Syllabus

In a college course the syllabus and course outline are the foundation on which the course is built. The syllabus contains information about your assignments, classroom expectations, important policies, and a link to the course outline. The course outline contains the established college-approved learning outcomes. Course outlines can be found at alextech.edu/courseoutline. The outline allows students to see in advance what they will be able to demonstrate upon successfully completing the course. Every assignment and activity should be tied to these learning outcomes.

Please submit an electronic copy of your syllabus to your faculty liaison annually. Your approved syllabus should be handed out the first day of class and included in your Brightspace course. Encourage students to keep a copy of your syllabus as they may need to use it as a resource to secure transfer of credits to their next college.

Syllabus Standards

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

- Instructor name and contact information
- College name
- Course number and title*
- Number of credits*
- Course description*
- Major content/Learning outcomes* (learning outcomes highlighted)
- 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 alextech.edu/courseoutline and selecting the discipline. Ensure that a link to the course outline is included in the syllabus.*

Per NACEP requirements, the high school should update their course catalog and website information to the same course description used on campus.

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

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 alextech.edu/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. Disciplinary offenses can be found at alextech.edu/student-code-conduct

Student Services and Resources

Alexandria Technical and Community College – College Services are also available to Concurrent Enrollment students.

Support Services

A student enrolled in an Alexandria Technical & Community College course may qualify for accommodations if they have a documented disability. They must request their accommodations through ATCC Support Services. Though the accommodations granted may be similar to what they had in regular high school courses, the process to grant the accommodations in ATCC courses is different. The student needs to self-identify and request accommodations from the college.

This request should be done in advance of the courses so that all accommodations and resources are ready for the student on the first day of classes. Any accommodations granted after the start of the class will start immediately upon approval and will not apply retroactively.

More information can be found on the Support Services page here: https://www.alextech.edu/college-services/support-services

Contact Support Services

320-762-4673

Fax: 320-762-4501

Email: Support Services:supportservices@alextech.edu

Policies and Procedures

While you are teaching the concurrent enrollment courses, all high school policies and expectations are in place for the students in your class. In addition, all ATCC academic policies are in place.

Because these courses allow students to earn college credit, and because of NACEP accreditation standards, there are specific guidelines and policy requirements that you need to remember when teaching these courses. Please take time to review the following policies, as they may be different than the policies and expectations in place with the high school. Should you have any questions, do not hesitate to contact your faculty liaison or the Director Advising & K-12 Partnerships.

Student Enrollment

Students who take your course must meet ATCC admissions requirements. We will work with your Guidance Office to obtain required admissions documentation. Should a student not meet enrollment criteria, the high school will be notified in time to find an alternative course.

Please Note: If you have a mixed class with a combination of students earning college credit and students earning high school credit only, the students earning high school credit only need to complete and return a **High School Credit Only & Brightspace Access Request Form** which can be found in the Concurrent Enrollment Brightspace course. High school credit only students will not appear in Brightspace without completion of the form.

Classroom Attendance

We ask that you adhere to your high school's attendance policy when conducting your course. It is not uncommon, on the college level, to not accept late work because of an absence. If you choose not to accept late work, or will accept it but points will be deducted, please note your policy in the syllabus.

Textbooks

Since the high school provides books for the students to use and return at the end of the term, your textbooks may need to be updated. If your course needs more current textbooks, speak to your faculty liaison for book information.

Grading

ATCC recognizes that you are the final authority in evaluating student performance in your courses and assigning grades within ATCC grading policies. You are responsible for providing students with a clear statement of course grading guidelines and procedures and to fairly and consistently apply such guidelines and procedures when grading student work. In addition, a student has a right to receive an explanation from you of any grade received.

High school instructors are required to have the same grading criteria as their faculty liaison's course that is taught at ATCC. While the grading scale can be different, i.e., the high school instructor may use a +/- scale, while the liaison uses a straight percentage (90%, 80%, etc.) scale, how the grade is achieved and weighted should be identical. The campus and CEP courses should use the same assessment strategies. For example, if an on-campus course final grade is based on a midterm extended essay, three short papers, and a final exam, then the CEP course should be similarly determined (not by eight tests and two final exams, all multiple choice).

It is not uncommon for a high school course to require an extra project or assignment as part of their curriculum. Therefore, we require that the ATCC faculty liaison's assessment criteria be the minimum criteria used for the course. Before the school year begins and during the site visit, liaisons are asked to visit with their high school instructors about grading of course materials. Faculty liaisons are asked to review graded work during the site visit to ensure that the grades earned by the student were not awarded based solely on effort.

When the course is complete, final grades are submitted through eServices grade entry no later than 5 calendar days after course completion.

www.alextech.edu/myatcc
log into **eServices**
Grade Entry instructions

Please contact ATCC's Registrar Office at records@alextech.edu or 320-762-4650 with any questions.

The grade received in a CEP course is recorded on both the high school and college transcript. The grade becomes part of the permanent college academic record.

The following system will be used to determine a student's ATCC grade point average (GPA):

A . . . . . 4 grade points per credit
B . . . . . 3 grade points per credit
C . . . . . 2 grade points per credit
D . . . . . 1 grade point per credit
F . . . . . No grade points

Grades will be posted on the ATCC transcript as soon as they are received. Students can view their final grade online by going to www.alextech.edu/MyATCC and choosing eServices. Once they log-in to e-Services, they would choose Academic Records, Select Term, and Get Grades.

Grade Appeals

Students have the right to ask instructors for an explanation of any grade received. Students may submit a formal grade appeal when they believe that a final grade is unfair, arbitrary, or capricious. However, the student bears the burden of proving that there are sufficient grounds for changing a grade. The appeal process will meet the usual criteria of due process for both students and faculty. The formal grade appeal process must be initiated within six weeks of the semester ending.

The specifics of the grade appeal policy and procedure can be found on the college website at alextech.edu/policies-procedures/grade-appeal Students are expected to work directly with the instructor to resolve any grading questions or issues before submitting a formal appeal.

Incompletes

The mark of “I” (incomplete) is a temporary grade that is assigned only in exceptional circumstances. The decision to award an incomplete is that of the instructor. Policy states that incomplete grades are approved under two conditions:

1. When a leave of absence is in effect or
2. When a student and an instructor have a mutually agreed upon plan of completion.

If the instructor agrees to grant an incomplete, the following conditions must be met:

1. The student must be making satisfactory progress and cannot be on probation, unless there are mitigating circumstances,
2. 75% of the coursework must be completed at the time of the request,
3. The grade earned for the completed coursework must be at a passing level, and
4. The completion plan should identify the unfinished work and set up a completion timeline, which is a date no later than the end of the first half of the next semester.

To receive an incomplete grade, students will need to complete paperwork which can be requested from the Director Advising & K-12 Partnerships. It will need to be signed by both the student and the instructor. Any incompletes remaining on the student’s record based on the above timeline will be changed to F’s.

If a grade of an “I” is given in a course that is a pre-requisite for the next course in sequence (i.e., ENGL 1410 is a pre-requisite for ENGL 1420), the student will not be eligible to take the next course in sequence until the terms of the incomplete are met. Students who are pre-registered for the next course in sequence will be dropped. If the incomplete terms are completed and there is still time to register for the course, the student can be re-enrolled.

FERPA: Data Privacy—Release of Information

Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that protects the privacy of a college student’s educational record including: progress in a course, grades, tuition, etc. Parents may not have access unless the student has provided authorization that specifically identifies what information may be released to the parent(s).

The college may release information that is protected by FERPA if it is determined that it is "necessary to protect the health or safety of the student or other individuals." Factors considered in making this assessment are: the severity of the threat, the need for the information, the time required to deal with the emergency, and the ability of those involved to deal with the emergency.

Educational records of students who are receiving services from more than one Minnesota State institution are available to officials of the multiple institutions within the Minnesota State system. Disclosure of student records to other institutions under different circumstances may require the student's written consent.

Students may request to review their records and have the right to request a hearing to correct any inaccurate, incomplete, or misleading information by submitting the request in writing to the Registrar's Office.

Authorization to Release Student Information

I hereby authorize Alexandria Technical & Community College, including concurrent enrollment faculty, to discuss or share the education records described below about me to (list names of parents, guardians, others)

Name	Relationship	Security Verification**

*Security verification is a word, number or a combination that you create that will be easy to remember for the person you list. Please share the security verification with the person as this will be used when they request information.

The specific records covered by this release are (select with checkmark):

_____**Registration** (add/drop/withdrawal)

_____**Grades**

_____**Classroom Attendance/Academic Progress/Performance/Behavior**

_____**Other**/please specify_____

I understand that the student records information listed above include information about me which is classified as private under Minn. Stat. §13.32 and the Federal Family Education Rights and Privacy Act. I understand that by signing this consent form, I am authorizing Alexandria Technical & Community College to release to the persons named above, and their representatives, information which would otherwise be private and not accessible to them.

I understand that, at my request, Alexandria Technical & Community College must provide me with a copy of any educational records it releases to the persons named above pursuant to this consent. I understand that I am not legally obligated to provide this information, and I may revoke this consent at any time. **This consent expires one year from the date signed or until I withdraw my consent, whichever comes first**. A photocopy of this authorization form may be used in the same manner and with the same effect as the original document.

I am giving this consent freely and voluntarily. I understand the consequences of my giving this consent.

Name Printed_____ Star ID_____

Signature_____ Date_____

Once completed, this form needs to be provided to ATCC. It can be emailed to pseo@alextech.edu

High School Partner Surveys

Student Surveys

Concurrent enrollment alumni are surveyed the year after they graduate high school and three years after they graduate high school (1-year and 4-year surveys). These surveys are emailed to students in the spring. This data helps us determine the effectiveness of our courses, transferability of classes, and overall experience with concurrent enrollment.

Instructors/Counselors/Principals Surveys

The Concurrent Enrollment Office is committed to continual improvement. As such, we will administer surveys every four years to instructors, counselors, and principals about their experience with the concurrent enrollment program.

We appreciate our responses to these surveys as they help guide our program into the future and meet the needs of our students and partners.