



Century in the High School  
&  
Developmental Partnerships

Faculty Mentor and High School Teacher

Educator & Administrator Guide

Greetings Faculty Mentors & Partner High School Teachers and Administrators,

Welcome to Century in the High School's concurrent enrollment program. As an instructor and/or administrator at one of our Partner High Schools, you are integral part in our learning community. We are excited for you to join our concurrent enrollment program and developmental level partnerships and look forward to providing a wonderful experience for you, your staff, and our students.

The Educator Guide contains all necessary information for instructors, students, faculty mentors, and counselors. This guide contains the pertinent forms, policies, and procedures necessary to adhere to the guidelines of the Century in the High School concurrent enrollment program. For additional information on Century College's policies, please visit our website: <https://www.century.edu/about/process-policies>

Century in the High School program processes must adhere to the policies and procedures mandated by Minnesota State Colleges and Universities, state legislation, Century College and National Alliance for Concurrent Enrollment Partnerships (NACEP) accreditation standards. Therefore, Century in the High School's Partner High Schools must abide by these policies. These are explained in further detail later in the manual.

We look forward to a wonderful year and to strengthening our relationships, growing our opportunities for students, and seeing students succeed.

As always, you can visit the [Admissions website](#) for additional information.

Sincerely,

Century College Century in the High Schools Team

## **Century College Overview**

Century College, a two-year community and technical college located in White Bear Lake, first opened its doors as a community and technical college in 1996 as a member of the Minnesota State Colleges and Universities systems. As one of the largest two-year colleges in Minnesota, we serve over 16,000 credit and non-credit students per year. We offer degrees, diplomas, certificates, and courses in general education and transfer, business, human services, health sciences, technology, engineering, applied design, industrial and non-credit workforce training.

**Mission Statement:** Century College inspires, prepares, and empowers students to succeed in a changing world.

**Vision Statement:** To be a national leader in transforming lives through an innovative, rigorous, and compassionate approach to education.

## **Century in the High School Program Overview**

Century in the High School's concurrent enrollment program provides college-level educational opportunities to high school students. Century in the High School serves multiple Partner High Schools and provides college credits in over 10 disciplines. Our current Partner High Schools are listed below.

According to Minnesota Statutes section 124D.09 and Minnesota State Colleges and Universities Board Policy 3.5, a Post-Secondary Enrollment Options (PSEO) concurrent enrollment course is a college or university course made available through the PSEO program, offered at a high school, and taught by a high school teacher. Concurrent enrollment courses enroll high school students who may earn both high school and college credit for a satisfactorily completed course.<sup>1</sup> To ensure high quality courses, concurrent enrollment course instructors credentials are evaluated and mentored by a faculty member at Century College. This faculty mentor ensures the quality and rigor of the course.

### CitHS Partner High Schools

916 Career and Technical Center

North and Tartan High Schools

Stillwater Area High School

Wayzata High School

White Bear Lake Area High Schools

Community School of Excellence

Columbia Heights High School

Prairie Seeds Academy

St. Paul Public Schools

## **Concurrent Enrollment Program Cost Structure**

Century College charges its Partner High Schools for each concurrent enrollment and developmental level relationship to cover costs of the faculty mentor and program administration.

*Minnesota State implemented universal prices and this new pricing structure affect courses beginning in FY18. Price will stay at \$3,000 until further notice from system office*

## **Student Program Eligibility**

To participate in Century in the High School's program, students must meet a number of eligibility requirements. Students must meet the class rank requirements established by Minnesota State Colleges and Universities Board Policy 3.5 and Procedure 3.5.1.<sup>2</sup>

Criteria:

- Juniors (11<sup>th</sup> grade) – class rank in the upper 1/3 or 70<sup>th</sup> percentile for nationally standardized exam
- Seniors (12<sup>th</sup> grade) – class rank in the upper ½ or 50<sup>th</sup> percentile for nationally standardized exam
- Juniors/Seniors – provide other documentation of student's readiness and ability to perform college-level work as determined by Century College departments.

Exceptions:

- *If* a high school cannot fill the course with eligible 11<sup>th</sup> and 12<sup>th</sup> grade students, 9<sup>th</sup> and 10<sup>th</sup> grade students may enroll who rank in the upper one-tenth of their class or attain a score of 90<sup>th</sup> percentile on nationally standardized test OR have a favorable recommendation from a designated high school official.
- Unique instructional supports including but not limited to decreased student teacher ratios, supplementary instruction as agreed to in planning meetings with department representatives and high school administrators. Century College reserves the right to assess the success of any such pilot efforts and make modifications to the design, including voiding the agreement.
- Students in 10<sup>th</sup> grade may enroll in Career Technical courses *if* they meet the criterion: has attained a passing score on the 8th grade Minnesota Comprehensive Assessment in Reading (or other agreed upon test score) or can provide other documentation of student's readiness and ability to perform college-level work as determined by Century College departments. Upon successful completion of that course (if the student receives a grade of C or better in the course), the student shall be allowed to take additional career or technical education courses in subsequent terms.

**Please note:**

Century College places the onus of verifying students' eligibility on the Partner High School. Failure to abide by the eligibility requirements and/or registration policies and procedures may jeopardize Century College's ability to provide concurrent enrollment. Century will work with partner high schools to audit student eligibility and placement.

## **Century in the High School Program Application and Course Registration**

Application to the CitHS program is coordinated by the high school. This process results in students creating an official student identification: STAR ID. This identifier is used across the Minnesota State Colleges and Universities system.

In advance of program registration, the following occurs:

**Step 1:** High school representatives review student course eligibility

**Step 2:** Review of course eligibility/prerequisites If needed

**Step 3:** For college credit courses, students register for the CitHS program in home high school process

**Step 4:** High School representatives conduct a COURSE LEVEL registration for the college class.

**Step 5:** High School teacher is responsible for using D2L to confirm the official class roster with within 10 business days of semester start at during additional times during the semester as required. Only students on this official roster are eligible to receive a final grade.

### **Course Eligibility/Prerequisites**

In addition to class rank or standardized test score, some courses may require an assessment of course placement to determine eligibility to enroll. Course prerequisites vary by course. The ACCUPLACER currently serves as the exam used by Minnesota State institutions for course placement and Minnesota State Colleges and Universities policy 3.3 and procedure 3.3.1 determine cut scores for college level placement.

Century College's ACCUPLACER for course placement process is ONE tool used to determine a student's readiness for specific college courses. The ACCUPLACER Course Placement test measures reading, writing, and mathematics skills and is used to assist students with the selection of appropriate courses to help assure their success upon entering Century. The ACCUPLACER Course Placement test is not timed and immediate results are provided at the end of the test.

Any course prerequisites that require a placement score require a student to either:

- take the ACCUPLACER - OR -
- submit an ACT score confirming college-level abilities in Reading and/or Math to Century's Testing Center.

Final cut scores for course placement based on the ACT and ACCUPLACER can be found in on the college website and below.

Prerequisites in Math or Reading cannot be waived; however, students can seek an appeal. To apply for an appeal, the designated school official should contact the Director for Partnerships and Collaborations.

In 2019 Century began using multiple measures for student placement. In addition to the ACCUPLACER, the following placement criteria are accepted.

## Reading Placement

If you have any of the following requirements you will be placed at college level reading and English.

### English 1021 – College Composition I (4 credits)

| Test  | Score Range  | High School GPA (valid within 10 years of graduation) |
|---|--|---|
| Classic ACCUPLACER (valid indefinitely)                           | 78+  |   |
| Next Generation ACCUPLACER (valid indefinitely)                   | 250+<br><br>OR<br><br>236-249  | <b>AND</b> 2.5 or higher                              |
| ACT (valid within 5 years)  | Reading: 21+ OR<br>English 18+<br><br>OR<br><br>Reading: 19-20 OR<br>English 16-17 | <b>AND</b> 2.5 or higher                              |
| SAT EWR (valid within 5 years)                                    | 480+<br><br>OR<br><br>440-479  | <b>AND</b> 2.5 or higher                              |
| MCA (valid within 5 years)  | 1042-1046  | <b>AND</b> 2.5 or higher                              |
| High School GPA   |  | 2.6 or higher   |
| Three College-Level Reading Intensive Classes with a B- or higher | 78   |   |
| Earned or Awarded Bachelor's Degree or Associate of Arts Degree   | 78   |   |
| Completed ENGL 1021 equivalency with a C- or higher               | 78   |   |

**MATH 1025 - Statistics (4 credits)**

| Test   | Score Range   | High School GPA (valid within 10 years of graduation)                  |
|--|---|--|
| Classic ACCUPLACER (valid within 2 years)  | Elementary Algebra 76 or higher <b>AND</b> College Math 50-79 |  |
| Next Generation ACCUPLACER Advanced Algebra and Functions (valid within 2 years) | 250-279   | <b>AND</b> 2.7 or higher   |
|  | <b>OR</b><br>236-249  |  |
| ACT (valid within 5 years)   | 22-24   | <b>AND</b> 2.7 or higher   |
|  | <b>OR</b><br>20-21  |  |
| SAT (valid within 5 years)   | 530   | <b>AND</b> 2.7 or higher   |
|  | <b>OR</b><br>520-529  |  |
| MCA (valid within 5 years)   | 1148  | <b>AND</b> 2.7 or higher   |
|  | <b>OR</b><br>1146-1147  |  |
| High School GPA  |   | 2.8 or higher<br><b>AND</b><br>High School Algebra 2 with C- or better |
| Transfer Equivalency of the Pre-Req with C- or better                            | 50  |  |
| Completion of Goal 4 (not Philosophy) with C- or better                          | 50  |  |

**MATH 1030 - Mathematics for Liberal Arts (3 credits)**

| Test   | Score Range   | High School GPA (valid within 10 years of graduation)                  |
|--|---|--|
| Classic ACCUPLACER (valid within 2 years)  | Elementary Algebra 76 or higher and College Math 0-49 |  |
| Next Generation ACCUPLACER Advanced Algebra and Functions (valid within 2 years) | 230-249   |  |
| ACT (valid within 5 years)   | 19-21   | <b>AND</b> 2.7 or higher   |
|  | <b>OR</b><br>16-18                                    |  |
| SAT (valid within 5 years)   | 530   | <b>AND</b> 2.7 or higher   |
|  | <b>OR</b><br>520-529                                  |  |
| MCA (valid within 5 years)   | 1148  | <b>AND</b> 2.7 or higher   |
|  | <b>OR</b><br>1146-1147                                |  |
| High School GPA  |   | 2.8 or higher<br><b>AND</b><br>High School Algebra 2 with C- or better |
| Transfer Equivalency of the Pre-Req with C- or better                            | 50  |  |
| Completion of Goal 4 (not Philosophy) with C- or better                          | 50  |  |

**MATH 1061 - College Algebra (4 credits)**

| Test   | Score Range  | High School GPA (valid within 10 years of graduation)                  |
|--|--|--|
| Classic ACCUPLACER (valid within 2 years)  | Elementary Algebra 76 or higher and College Math 50-79 |  |
| Next Generation ACCUPLACER Advanced Algebra and Functions (valid within 2 years) | 250-279  | <b>AND</b> 2.7 or higher   |
|  | <b>OR</b><br>236-249                                   |  |
| ACT (valid within 5 years)   | 22-24  | <b>AND</b> 2.7 or higher   |
|  | <b>OR</b><br>20-21                                     |  |
| SAT (valid within 5 years)   | 530  |  |
| MCA (valid within 5 years)   | 1158   | <b>AND</b> 2.7 or higher   |
|  | <b>OR</b><br>1152-1157                                 |  |
| High School GPA  |  | 2.8 or higher<br><b>AND</b><br>High School Algebra 2 with C- or better |
| Transfer Equivalency of the Pre-Req with C- or better                            | 50   |  |
| Completion of Goal 4 (not Philosophy) with C- or better                          | 50   |  |

\*Visit the [Math course placement website](#) for more information

## **Adding, Dropping or Withdrawing from a Class**

Century in the High School students must comply with Century in the High School's policy on adding, dropping, and withdrawing from courses.

Students may **ADD** a course through the **10th business day** of the term.

Students may **DROP** a course through the **10th business day** of the term.

Students may **WITHDRAW** from a course from the 11th business day through 80% of the course/term.

College in the High Schools program application and course registration is coordinated at the classroom level. Teachers facilitate student enrollment and have the important role of confirming course lists during the pre-determined weeks of the course.

Student names on the course list determine which students will receive college credit for the course. If a student stops attending at any point during the semester, the teacher should immediately contact Cindy Vue in the records office at the college.

After the 15<sup>th</sup> day of a course, withdrawals will appear as a "W" on the transcript and have a direct impact on academic standing related to completion rate, but do not affect GPA.

**IF ANY STUDENT CHANGES ENROLLMENT STATUS** after the 10<sup>th</sup> day, the high school designee must use the official Century College forms and process to communicate a change in enrollment status.

## **Satisfactory Academic Progress and Concurrent Enrollment**

Century College has a policy 2.9 that outlines the role and purpose of ensuring enrolled students meet the identified standards at the college.



## **2.9 Satisfactory Academic Progress**

Century College wants every student to have a successful learning experience. The College maintains an open door admissions policy, assesses students admitted and provides developmental course work and other programs of assistance to support student success. However, students must perform at an acceptable academic level to continue enrollment. Students bear primary responsibility for their own academic progress. Students are encouraged to keep a file of their grades and transcripts.

The College is a publicly supported institution. Students pay approximately half of the cost of enrollment and Minnesota taxpayers pay approximately half of the cost. For students who are receiving financial aid, the taxpayer cost is even higher. (See Financial Aid for Students, regarding Student Academic Progress for maintaining need based awards.) The College has an obligation to follow rules and regulations set forth by the state and federal governments that provide accountability for taxpayers' investment in education and monitors acceptable academic progress of students.

To encourage satisfactory progress, the college will identify students who have difficulty successfully completing courses, and intervene early to suggest practices that may help students succeed. The Satisfactory Academic Progress Policy establishes specific standards that must be met by all students enrolled in credits courses at Century College. This policy is in compliance with **MnSCU policy 2.9**

At Century College, students are required to maintain a grade point average of 2.0 and complete at least 67% of the credits they attempt. The grade point average and attempted credits are assessed at the end of each academic semester.

High school students, enrolled in Concurrent Enrollment courses with Century College, are required to maintain the same satisfactory academic progress as other students enrolled at the college.

If a student enrolled in a college credit course at a high school fails to meet the minimum cumulative grade point average, (i.e. the student earns a D or F in a class) the student will be placed on Academic Warning for the next semester. The student will no longer be eligible to take early college credit. Upon high school graduation, that student must meet with an academic advisor at Century College, prior to enrolling in courses.

A student on academic warning will be notified by the home high school about the loss of eligibility to participate in the early credit program.

### **Course Repeats**

Once enrolled at Century College a student can repeat a class. For a course that is repeated, the original grade will remain on the transcript but not be used in the grade point average calculation.

## **Century in the High School Course Requirements**

**Class size:** varies by the course and by department. Class size may not exceed the Century approved number by more than two (2) students. Class size maximums are listed on the class rosters and provided to the Partner High School and documented in the contract agreement.

Concurrent enrollment courses limit participation to enrolled students. In **extremely rare situations**, a school might request to have a student who is not concurrently enrolled participate in a course. This exception requires permission in advance by the college president (per Minn.State procedure 3.5.1, Part 4, Subpart H, 2.).

**Course content:** High school instructors must follow the approved course outline and ensure that the course addresses the approved learning outcomes and major content found on the common course outline. High school teachers must use the approved Century College syllabus

**Course assessment strategies:** Assessment strategies used in the concurrent enrollment course must be the same or similar as approved by the faculty mentor.

**Textbooks:** Appropriate textbook or reading materials should be ordered/used in consultation with the faculty mentor and the high school instructor. The cost of the textbooks is the responsibility of the Partner High School. Supplemental materials may suffice for a textbook with approval from the faculty mentor. Any related third-party certifications are the financial responsibility of the high school.

# Safeguarding Student Privacy

## Responsibility of staff to protect student information

It is critical that all Century College partners understand the "do's and don'ts" of protecting student information. Each high school teacher is charged with understanding the access, use, release and disposal of information on students. The requirements in relationships with Century College may differ from high school policy.

This document provides an overview of the general guidelines on protecting student privacy.

## What is student information?

Student information is all data (printed and electronic) collected and maintained for Concurrent Enrollment and Developmental level course purposes, which relates to individual students. No one may access private student information unless one's work assignment requires it.

In addition, student information must be used to further the education needs of the student. The following are the expectations that the Concurrent Enrollment and Developmental Education partners have read and agree to required data privacy protocols as they relate to student information:

- Keeping student information confidential is vital to professionalism.
- The Federal Family Educational Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act (MGDPA) mandate the privacy of student information.
- Private personal information of students like disability status and private family information will only be disclosed on a case-by-case basis, in extreme, need to know situations. This type of private information will not be shared in broad email exchanges.

Student grade information will be communicated in secure and closed systems approved at the college; within D2L and e-services. **Student grades are not to be shared via email and google documents.**

## Student Accommodations in Concurrent Enrollment Courses

Century College staff strongly recommend high school teachers and administrators work with the high school experts to determine and design accommodations for students in CE courses.

Determining post-secondary accommodations must follow the key concept that the accommodation cannot fundamentally alter the essential course objectives.

The Minnesota State Colleges and Universities collaborated to create the Post-secondary Resource Guide designed to answer questions about the transition of accommodations from secondary to post-secondary. That guide is on the Century College access center website and available here:

Follow the link below to the Century College access center website location. More information on student accommodations in college courses can be found in the Post-Secondary Guide linked in the access center pages.

<https://www.century.edu/support-services/access-center-disability-services>

## **Grading Policy**

In accordance with the National Alliance for Concurrent Enrollment Partnerships (NACEP) concurrent enrollment courses will meet the same grading policy as Century College's on-campus courses. Grading will comply with Century College Policy 3.17.0.3 Assigning and Changing Grades. This policy can be found at; <http://catalog.century.edu/content.php?catoid=3&navoid=121>

## **Final Grades**

Ongoing student assessment is the responsibility of the high school teachers. Assessment in a concurrent enrollment course should use similar strategies to the college course and be endorsed by the college faculty mentor. According to Century College policy 3.17.0.3 Assigning and Changing Grades the following is used to report academic achievement and compute the student's college grade point average.

- 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: 0 grade points (no credit earned)

FW- Faculty initiated withdrawal. This grade is awarded to students who did not officially withdraw from the course but stopped attending prior to the end of the term. FW grades do not influence grade point average calculations, but count against successful completion for measuring academic progress. If a student enrolled at Century College via concurrent enrollment program earns a FW in any course, that student is ineligible to reenroll in any courses at the college until after high school graduation.

Final course grades are issued by the high school teacher and communicated to the faculty mentor via a closed, approved mechanism; D2L. Century faculty are responsible for final submission of grades.

High school teachers must use the confirmed class roster in D2L to enter final grades. Grades can be communicated via the D2L course gradebook

## **Grade Due Dates**

Fall semester final grades are due in the D2L gradebook or eservices by February 1.. Faculty e-services deadline is February 5

Spring semester grades are due to the college mentor by 1 June. Faculty deadline is 5 June.

### **Grading and Reporting:**

Grading practices, course and attendance requirements shall be stated in writing at the beginning of each term. The student should know the weight given to scheduled quizzes or tests, "pop" quizzes, weekly papers, other written or oral work, and the final exam. When the request is submitted in writing with reasonable advance notice, the student has a right to receive an assessment of progress at least five weeks prior to the last day of the term.

To facilitate the Registrar's work and the determination of suspension status, instructors must assign one of the approved grading symbols to all students registered in their courses. W grades may not be assigned by instructors except under the conditions outlined in the withdrawal and Academic Alert portion of this policy.

## **Partner High School Teacher Eligibility**

Criteria: Guided by Minnesota State Colleges and University policy, teacher eligibility is specific to credential fields. (the type of course). Eligibility can be found on the Minnesota State website at <http://minnstate.edu/system/asa/academicaffairs/cfc/fields/Code/index.php> .

### **Process:**

Teachers must submit a current resume and graduate level transcripts the semester before a course can be offered. Teacher credentials are vetted by the college human resources representatives and the assigned college Dean in a multi-step process. Teachers and school administration are notified about applicant credential alignment.

Century College Teacher Review Process:

- a. Century College representatives reviews unofficial transcripts and align requirements with credential field requirements.
- b. Century College initiates internal conversations about capacity for CitHS course offering
- c. Century College determines the capacity to offer the CitHS course
- d. If the college has the capacity to offer the course, applicants who have education and work history that align with credential field requirements are asked to begin the teacher credentialing verification process.
  - If the applicant is credential eligible, Century College informs teacher of acceptance and sends information about program requirements and program orientation.
  - If the applicant is not credential eligible and is not eligible for a professional development plan, Century College informs teacher of denial and contacts high school. All graduate courses identified on a teacher professional development plan must be pre-approved by the college representatives as meeting 'in field' credit requirements.

### **Teacher eligibility**

Student teachers, long-term substitutes, and unapproved high school instructors may not teach concurrent enrollment courses. ONLY high school instructors who have been approved to teach the course may instruct the students. Failure to comply with this jeopardizes Century College's ability to provide courses at a high school.

## **Partner High School Teacher Onboarding**

A new teacher will need to complete these steps as a part of onboarding

- Participate in an annual program orientation and required professional development events
- Participate in a course orientation with faculty mentor
  - Review the approved Century College course outline
- Submit an annual HS instructor agreement form
- Submit a copy of the course syllabus (designed in partnership and reviewed by faculty mentor)
- Submit a collaboratively developed partnership plan

## **High School Instructor Roles and Responsibilities**

### **Teach Century College Course**

- Activate and maintain a STAR ID
- Create a syllabus in compliance with Century College official syllabi template and approved course outline
- Complete a side-by-side syllabus alignment with Century College mentor. Submit syllabus
- Align and submit samples of course assignments and assessments (with the faculty mentors' course)
- Facilitate student access to CitHS student handbook
- Maintain the rigor of the course
- Document and utilize similar grading standards
- Cover all objectives and topics found in the approved course outline
- Correspond and collaborate with the assigned faculty mentor in a professional and timely manner
- Provide all necessary documents or paperwork as requested

### **Facilitate College course logistics**

- Facilitate student program registration and enrollment in the course
- Confirm class list in the learning platform D2L within 10 days of course start date
- Ensure students know their rights and responsibilities as Century College student
- Require students to complete course evaluation at end of the course.
- Submit final grades for each student in D2L within three days end of term

### **Participate in Century College professional development**

- Attend annual concurrent enrollment program orientation/professional development meeting(s)
- Attend/Access annual discipline-specific events
- Connect with faculty mentor at least two times (face-to-face or virtual) to discuss the course
- Arrange student visits to Century College coordinated with faculty mentor
- Host the faculty mentor for one in-class observation

## **Faculty Member On-boarding and Requirements**

Faculty at the college are assigned to act as faculty members by their assigned Dean. The faculty union contract stipulates the associated credit awarded. (1.0 credit for a new credentialed instructors or course, and .5 for repeat credentialed instructors.)

Upon agreement to accept a mentoring assignment, college faculty agree to attend the annual professional development event and are invited to faculty mentor round tables during the academic year. These faculty meetings are designed to support faculty in their roles as mentors, responding to process questions and collaborating with peers around effective practice models. In addition, the program director meets individual with faculty to provide needed supports

As part of each semester administrative processes for course and instructor confirmation s, high school teachers teaching a Century College course will be asked to agree to the roles and responsibilities outlined below.

## **College Faculty Mentor Agreement**

College faculty have a similar agreement, which is signed in the confirmation process at the college.

Information contained on the faculty agreement form is outlined below;

As a faculty mentor for Century in the High School, I will:

- Participate in Century College Concurrent Enrollment faculty development events and meetings
- Give permission to have the concurrent enrollment high school teacher assigned to a teacher role in the corresponding D2L course shell
- Using D2L/e-services, correspond with HS teacher to confirm class lists within the first 10 days of the high school term.
- Review and approve syllabus from HS instructor in compliance with Century College policy (Submit high school & college syllabus & checklist form)
- Deliver and document pedagogy training with high school teacher(s)
- Connect with HS instructor at least two times (face-to-face or virtual) to discuss the course (to provide course overview/discuss course changes and see the course being delivered)
- Collaborate in the planning of a high school student site visit related to the course
- Complete and submit the site visit form
- Confer and submit final grades (A,B,C,D, or F) on e-services for each student on the class list upon conclusion of the course
- Provide all necessary documents or paperwork as required by program guidelines
- Correspond and collaborate with HS instructor in a professional manner

## **Faculty Mentor Selection and Commitment**

Mentors will be selected by the assigned program dean. Faculty mentors will be asked to commit to two years as a mentor.

Factors to be considered in selection/renewal of faculty mentors:

- Desire to participate in concurrent enrollment program
- Desire to commit to program requirements and expectations
- UFT status
- Work load management
- Subject expertise
- Relationship feedback from high school partner

## Faculty Mentor Preparation for Century in the High School course

Faculty mentor onboarding includes:

- meeting with Academic Dean to review CitHS program expectations
- signing and submitting faculty mentor agreement
- participating in campus work group and professional development onboarding meetings and events
- participating in annual program orientation and professional development events

## Faculty Mentor Roles and Responsibilities

### Partnership Requirements

In compliance with NACEP and Minnesota State law, the partnership requires:

- Orientation:
  - Century in the High School's program must provide orientation to new HS instructors *and* provide a re-orientation meeting for returning HS instructors.
- Course description in HS registration guide must match Century College's written materials: Course title, designation, credits, and description.
- Syllabus Template:
  - Syllabus should follow Century College's policy on course syllabus and follow the annual syllabus template released by academic affairs. HS instructor and faculty mentor must submit paired syllabi each year.
- Course assessment:
  - Courses should utilize similar assessment techniques/methods.
- Evaluations:
  - Students must complete an end-of-the-course evaluation.
- Professional Development:
  - Faculty mentors must provide and document discipline-specific professional development opportunities for HS instructors
  - HS instructors must attend discipline-specific opportunities. HS instructors who are found to be non-compliant may be asked to no longer participate in the concurrent enrollment program
- Site visits:
  - Faculty mentors must visit the high school course at least once each semester and document the visit.





**CENTURY IN THE HIGH SCHOOL**  
**Non-Compliance Policy for Attendance at**  
**Discipline-specific Workshops**

All Century in the High School instructors and faculty are expected to attend annual orientation/ re-orientation and related professional development events to stay informed of the college expectations as they relate to current course content and rigor. As one element of maintaining program accreditation, Century conducts annual compliance review and notifies those instructors who are in danger of non-compliance with participation requirement.

In the event the Century in the High School instructor or faculty member misses the annual discipline-specific event and has not made arrangements to meet individually with the faculty mentor prior to the start of the term, the following will result:

1. The faculty mentor or program director will contact the instructor to coordinate a meeting. An individual meeting between the faculty mentor and the instructor will serve as a substitute (on a one-time basis) for the annual discipline-specific workshop. The primary focus of the meeting will be to review discipline-specific expectations related to course content and rigor.
2. If the instructor is unable to meet with the faculty mentor, cancels the meeting, or is unwilling to find a time to meet, the Director will alert the high school administrator and instructor that his/her course is in jeopardy of being canceled. The instructor will then be responsible for contacting the faculty mentor to schedule a meeting *before the end of the semester* and report back to the Director with the meeting specifics.
3. If the instructor misses the annual discipline-specific workshops and DOES NOT meet with the faculty mentor prior to the start of the succeeding academic year, the instructor will be placed on a probation for one-year. During the probationary period, the instructor must meet with the faculty mentor and attend the next discipline-specific workshop. The high school administrator and mentor will be informed of the probationary period and consequences of non-compliance.
4. If, at the end of the probationary year, the instructor or faculty member remains non-compliant, the concurrent enrollment course will be cancelled, The instructor removed from the approved list of concurrent enrollment instructors for that course. *If the high school has another approved instructor, they may submit paperwork for the course to be taught by a different instructor.*



## **CENTURY IN THE HIGH SCHOOL**

### **Non-Compliance Policy for Course Content**

All Century in the High School instructors must adhere to the Century College common course outline content, academic rigor, and assessment components as outlined by Century College policies and faculty mentor's instructions. Non-compliance occurs when an instructor does not adhere to any of the outlined Century College course content expectations.

If a faculty mentor has concerns regarding a Century in the High School instructor's adherence to the course content, academic rigor, and/or assessment components, the faculty mentor must contact the Director for Partnerships and Collaborations. On a case-by-case basis, the instructional issues will be addressed with a goal of assisting the Century in the High School instructors to correct the concerns.

The process:

1. Faculty mentor documents concerns in writing on site visit report and shares concerns with the high school instructor. The site report is sent to the assigned Century College Academic Dean and High School designee.
2. Century College will attempt to resolve any issues as the lowest level possible, preferably between the faculty mentor and high school teacher. If that is not successful a meeting with the high school administrator, faculty mentor, and high school instructor to discuss concerns and develop an action plan, if needed.
3. As part of the resolution process, the faculty mentor may connect with the high school instructor to set up another observation or meeting to determine if the concerns required in the action plan have been addressed and resolved.
4. If necessary, a second consultation with the high school administrator, faculty mentor, and high school instructor, will occur re-address the concerns and develop an action plan.
5. If action plan unsuccessful, Century College representatives will meet to determine the continuation of the instructor and course. A decision may be made to cancel the course for the subsequent academic year and the instructor may forfeit his/her status as a Century in the High School instructor in the discipline. The high school administration will be informed of the College's decision, and the Director will work with the high school to identify another instructor, if appropriate.