



MINNESOTA STATE COLLEGE
SOUTHEAST
Connect to College (C2C)

High School Collaborators Guide



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C2C High School Collaborator Guide

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Contact Information

Current program director and other contact information can be found on the Connect to College webpage at www.southeastmn.edu/C2C.

Degrees at Minnesota State College Southeast

Minnesota State College offers programs in a wide variety of career areas. For a current list of majors go to www.southeastmn.edu/academics.

Nationally Accredited by NACEP.

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This document is available in an alternative format upon request.

Connect to College (C2C)

Purpose Statement

Connect to College (C2C): The Minnesota State College Southeast (Southeast) concurrent enrollment program provides high school students the unique opportunity to earn college credits through high quality, academically challenging, introductory freshmen-level courses taught in the high school by credentialed high school instructors mentored by college faculty. C2C is one form of Post-Secondary Enrollment Option (PSEO) as established by the Minnesota Legislature and governed by the Minnesota State Board Policies and Southeast.

Connect to College

Program Summary

Connect to College (C2C) partners with regional high schools. The classes are college courses offered at the high school to eligible students. The classes are offered during their regular school day and follow the high school calendar. High school students save time and money by earning both high school and college credits.

Instructors are high school teachers who meet Minnesota State faculty credentialing requirements and deliver content approved by college faculty. Course syllabi, assignments, labs, assessment methods, textbooks, exams, and grading requirements are equivalent to those at the college. College faculty from Southeast mentor high school instructors. Faculty collaborators take great pride in developing meaningful relationships with their high school collaborators. These connections help to provide eligible high school students with a college experience that engages and encourages them to continue to challenge themselves in rigorous coursework through high school and beyond.

Courses are contracted through Southeast where the high school pays one flat fee for each Collaborator relationship. Southeast offers course options in the disciplines of Natural Science, Social Science, Health Science, Humanities, English, History, and Mathematics to regional high school partners. While Southeast offers courses such as medical terminology, the majority of the other courses are general education courses in areas such as biology, chemistry, engineering/CNC, English, literature, speech, psychology, sociology, Spanish, mathematics, history, and statistics that have been certified as meeting the requirements of the Minnesota Transfer Curriculum (MnTC). This designation indicates the course meets state-wide curricular standards. Students who successfully complete courses (with a grade of C or better) are assured of course acceptance at any Minnesota State college or university. Generally, the courses are accepted at any college or university. These courses offer participants educational options for their future college careers and support statewide higher education goals.

Student and Class Eligibility

Student Eligibility

Minnesota State College Southeast follows Minnesota State Law 124D.09, Minnesota State Policy 3.5 and Procedure 3.5.1 and Southeast PSEO Policy 230. Eligibility criteria can be found at www.southeastmn.edu/c2c.

Once the college determines the student meets one of the above requirements, the student will receive a general acceptance letter verifying acceptance into the C2C program.

Some courses within the C2C program may have additional prerequisite requirements.

Registration of Students

Students must begin the registration process by contacting their high school counselor and applying online to Southeast.

Classroom Viability

A high school class may be a blended class of students taking for college credit and/or high school credit.

High School Class Orientation

The Director Secondary Relations organizes delivery of the college orientation at the high school for students enrolled in a concurrent course. The orientation includes college policies and procedures, course requirements, as well as other important information. A college student handbook and college resource guide will be distributed and reviewed.

Faculty Credentialing for High School Collaborators

Criteria for Approving C2C Instructors

- Master's degree in the discipline or
- Master's degree and 18 graduate credits in the discipline or
- In field credentials for technical/business/trade

Process for Approving High School Collaborators

1. Academic dean and high School Principal/Superintendent meet to discuss C2C course/instructor.
2. C2C instructor submits application to include unofficial transcripts, licenses, and additional documentation regarding advanced coursework/seminars/workshops and years of experience.
3. Materials are reviewed by division chair, college collaborator, and dean of academic area.
4. Initial introduction meeting, much like an informal interview, is set up with high school instructor, division chair, academic dean of the area, and college collaborator.
5. Recommendation is made to Academic Vice President and Human Resources to include all documentation.
6. Approval letter is sent to the high school instructor, principal, and college HR department.

Non-compliance

Southeast may determine that a high school instructor is non-compliant based on two areas:

1. Content and delivery, depth and rigor

If the C2C collaborator is reported as not delivering the course content at a college-level depth and rigor, the instructor may need to demonstrate compliance by providing documentation to be reviewed by the college and/or additional site visits carried out

by various college staff or faculty. The steps outlining the process of non-compliance follow:

- a) A conversation between the high school and college collaborator regarding non-compliance issue takes place.
- b) If the issue is not resolved, the college collaborator informs the C2C Program Administrator/Academic Dean outlining the concern. The C2C Program Administrator/Academic Dean notifies the high school Principal and high school Collaborator outlining the concern.
- c) The response of the high school collaborator and principal are brought back to the college collaborator and college departmental faculty. This includes documentation that the issue was properly addressed.
- d) If the concerns are not properly addressed, the high school principal and high school collaborator are informed that the students will not be receiving college credit because the college course is not being delivered at the depth and rigor required.
- e) If the non-compliance issue is properly addressed, an approval letter to continue to deliver the curriculum is sent to the high school principal and high school collaborator. If not, a letter of denial is sent to the same parties.
- f) As with any faculty member, all documentations are kept in the administrator's files for that particular faculty member.

2. Mandated professional development, site visit and course surveys

If the C2C collaborator is reported as not participating in professional development, site visits, and course surveys, the instructor will need to schedule a time to make up the missing mandates within a reasonable time in order to be in full compliance.

- a) A college faculty member or college collaborator in the same department will contact the high school collaborator to arrange a day and time to meet.
- b) The college faculty member or college collaborator writes, follows, and submits an agenda which outlines the dissemination of all information that will be discussed.
- c) Work required of the high school collaborator is gathered and submitted. This work may include a research paper on the discipline specific professional development opportunity missed.
- d) After the meeting has occurred, the college faculty member submits a narrative which summarizes the exchange of information required for compliance.

Failure to demonstrate compliance may result in one or more of the following depending on the infraction or infractions, non-compliance warning

Responsibilities for High School Collaborator

Teach the College Course

The main responsibility of the high school collaborator is to teach the same class that is being taught in the college. The college will assist the collaborator through an initial orientation and partnership with a college faculty member to facilitate alignment of the class.

Orientation

After successful application, the high school collaborator will attend an orientation with the dean of academic area, the division chair and the college collaborator.

Align the high school course with the college course

With the help of a college faculty member, the high school collaborator will work to develop the high school course to meet the official Southeast course outline. The high school course must meet the rigor, scope, and expectations of the college course. This alignment must be reflected in the course syllabus, which includes grading and student evaluation standards, text books, and course expectations and policies.

Professional Development

The high school collaborator will engage in ongoing professional development, including completion of a "Professional Development Plan" and attendance at the annual C2C Symposium.

Professional Development Plan

The high school collaborator will complete a "Professional Development Plan" in the first year of instruction with Southeast. In subsequent years, the collaborator will complete a "Professional Development Plan Progress Form." This plan is typically due November 1st each academic year.

C2C Symposium

High school collaborators must attend the annual Concurrent Enrollment Symposium, generally held the last Wednesday in April.

Course surveys

High school collaborators survey students near the end of each semester using Southeast's online student survey tool. College collaborators will provide links to the survey. College collaborators will also provide the results of the surveys to the high school collaborator for discussion of potential course improvements.

Site Visits

The high school collaborator will help coordinate visits to the high school with the college collaborator. The college collaborator will make two visits to the high school classroom during a first-time course and at least one visit per term for a repeated course.

The high school collaborator is encouraged and welcome to visit the college classroom. The site visit should be coordinated ahead of time with the college collaborator.

Grading and Course Lists

High school collaborators are responsible for maintaining accurate class lists and submitting to the college collaborator college course grades at the conclusion of the course.

Confirm course lists

Within the first week of the semester, the high school collaborator will verify the accuracy of the course's student list with the college collaborator and concurrent coordinator.

Submit grades

Within 3 academic days of the end of the course, the high school collaborator will submit final grades by sending the grades to the college collaborator.

Please note: Southeast uses only letter grades; no pluses or minuses. The grade for the college course may be different than the grade for the high school course.

Department Assessment

High school collaborators may be asked to participate in ongoing department-wide and college-wide assessment activities. These activities will vary by department and may or may not require participation of the high school collaborator.

These activities will be communicated through the college collaborator. Summaries of the data gathered are typically due October 1st each academic year.

Concurrent Program Timeline

Course Specific Activities

- End of first week: submit final aligned course syllabi
- End of second week: finalize course student list
- End of second week: complete Student Orientation with C2C Coordinator
- End of first month: complete equivalency form, with college collaborator
- Middle of course: complete site visit, with college collaborator
- Beginning of last month: survey students
- At end of class: submit grades

Professional Development Activities

- November 1: submit Professional Development Plan (or the Plan Progress Form)
- Generally, last week in April: attend C2C Symposium on Red Wing or Winona campus

Resources

The Academic Support Center (ASC)

The ASC is more than a computer lab—it's a place for all students, including C2C students, to receive assistance with their academic learning needs, to access computers, and to study. The ASC provides a variety of resources (computers, tutors, group study rooms, and a STEM resource room) to assist both faculty and students.

In Person Tutoring

The ASC provides one-on-one tutoring for several basic skill areas, such as math, English/reading, and science.

You can schedule an appointment with a tutor using our online sign-up system, www.southeastmn.edu/tutorsignup

Tutors may also be available on a "walk-in" basis.

Online Tutoring

Tutor.com is an online tutoring service available to all Southeast students. Tutor.com provides tutoring in mathematics (basic through Calculus, including bilingual math), biology (Anatomy and Physiology I and II), chemistry (General, Organic, and Biochemistry), Introduction to Finance, Spanish and courses in physics, economics, accounting, statistics, and writing. Tutoring is available 24/7. Tutor.com allows students to:

- **Connect with an e-instructor** and live tutor.
- **Submit your writing** for any class for suggestions from their Online Writing Lab.
- **Submit a question** and receive a reply from a tutor.

To access Tutor.com, log into D2L using your StarID and password; click on a course you are taking and look in the right hand column for the link to Tutor.com.

Library Resources

Academic Data bases

All Southeast faculty and students including C2C have access to academic databases on the ASC Southeast website (southeastmn.edu). Some are only available on campus or, when off campus through the Remote Desktop. For instructions on using Remote Desktop, see the Help Desk page on the Southeast website.

D2L Brightspace

D2L Brightspace is the learning course management tool used at Southeast. This tool is available to high school collaborators and their students. Consult with your college collaborator to utilize D2L Brightspace.

Student Handbook

The handbook is handed out at the orientation. It contains college policies and procedures that applies to all students, including C2C students.

Student/Parent Guide

This guide is sent home and contains specific information about concurrent enrollment and is intended to generate discussion at home about the program.

Appendices

These documents can be downloaded from the High School Collaborators tab of the Southeast website at:

<http://southeastmn.edu/C2C>

- I. **Instructor Application**
- II. **Collaborator's Qualifications Review Form**
- III. **III. Comprehensive Course Listing**
- IV. **Statement of Equivalency Form**
- V. **Course Syllabus Form**
- VI. **Site Visit Form**
- VII. **Professional Development Form**
- VIII. **Spot Check Template**
- IX. **NACEP Standards**
- X. **Glossary**

C2C. Connect to College. The concurrent enrollment program at MSC Southeast
Collaborator, College. The discipline specific college faculty member assigned to work with the high school faculty.

Collaborator, High School. The high school instructor teaching the college class in the high school.

NACEP. National Accreditation of Concurrent Enrollment Partnerships.

MnCEP. Minnesota Concurrent Enrollment Partnerships.

Concurrent Enrollment

Concurrent enrollment serves eligible Minnesota public high school students in grades 11 and 12 who are enrolled in a postsecondary course taught during the regular school day, at their high school, by their high school instructor, and offered through a partnership between a high school and a college or university.

Quick Facts about concurrent enrollment

Qualified high school instructors teach the concurrent courses.

The courses are the same courses offered at the college.

High school students earn both high school and transcribed college credit without leaving the high school.

Both high school and college students are held to the same academic standards.

High school teachers must be approved by Southeast and meet the institution's academic standards.

State reimbursement provides funding to districts to help defray the cost of offering concurrent courses in high schools. There is no cost to the student to participate in these classes.

WHAT ARE THE BENEFITS OF CONCURRENT ENROLLMENT?

Benefits for high school students:

- Students enjoy continued high school involvement
- Development of college level study, communication and critical thinking skills
- Demonstrate the ability to be successful at the college level

Benefits for high school teachers:

- Participate in MSC Southeast professional development opportunities
- Develop professional relationships and share ideas and techniques with college faculty
- Re-energize faculty through collaborative opportunities with other motivated colleagues

Benefits for high school districts:

- Satisfy parent/student demands for on-site, college courses
- Provide high quality professional development opportunities for faculty
- Establish professional partnerships with the college
- Prevent loss of state student based foundation aid
- Receive state dedicated concurrent enrollment reimbursement

