



HUSKIES IN  
THE HIGH SCHOOL  
ST. CLOUD STATE UNIVERSITY

Faculty Partner Handbook  
2024-2025



MINNESOTA STATE



NACEP

Advancing Quality College  
Courses For High School Students

## **Greetings from the Huskies in the High School (HHS) Program**

Thank you for partnering with us to serve Minnesota high school students. We currently partner with over 40 Minnesota high school to offer over 50 different St. Cloud State University courses! Last year, over 3,000 students earned college credit with us through the Huskies in the High School program. We could not have such a great program without your partnership and support. Thank you.

In this guide, you will find an introduction to the Huskies in the High School program, information about the roles and responsibilities of faculty partners, important policies, procedures, and practices.

We hope that you have a great year and look forward to continuing our partnership. Please don't hesitate to reach out with any questions or concerns you may have.

Sincerely,

Office of Dual Enrollment  
[huskiesintheHS@stcloudstate.edu](mailto:huskiesintheHS@stcloudstate.edu)

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## **Huskies in the High School Faculty Partner Guide**

### **New in 2024-2025**

#### **Farewell to Betsy MacDonald**

Betsy MacDonald, former Assistant Director of Dual Enrollment, has accepted an amazing D1 coaching opportunity at another institution out of state. She will be missed and we've appreciated her work with us for over three years. We will be working to hire another team member as soon as possible, and appreciate your patience while we work to serve both of our programs with a smaller team.

## Huskies in the High School Program Contacts

Huskies in the High School | [www.stcloudstate.edu/huskiesintheHS](http://www.stcloudstate.edu/huskiesintheHS)  
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The Office of Dual Enrollment oversees the Huskies in the High School program.

# St. Cloud State University

## Mission

We prepare our students for life, work and citizenship in the twenty-first century.

## Vision

Through active discovery, applied knowledge and creative interaction, we positively transform our students and the communities where they live and work.

## Our Vision Defined

St. Cloud State University makes a positive, long-term impact on the lives of our students. We provide rigorous and relevant academic experiences with engaged, active learning opportunities in an intellectually vibrant, inclusive and diverse campus community. Our graduates are well-prepared to act as responsible global citizens and professionals who remain actively connected with our university.

## Accreditation

St. Cloud State University is accredited by the [Higher Learning Commission](#) and the National Council for Accreditation of Teacher Education.

St. Cloud State University is a member of [many](#) academic and professional associations, including American Association of State Colleges and Universities, American Association of Colleges for Teacher Education and Council of Graduate Schools in the United States.

The Huskies in the High School program is accredited by the [National Alliance of Concurrent Enrollment Partnerships](#) (NACEP). The [Minnesota Department of Education](#) requires NACEP accreditation for districts to receive concurrent enrollment aid. NACEP works to ensure that college courses offered by high school teachers are as rigorous as courses offered on the sponsoring college campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps program adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development.

## Office for Institutional Equity & Access

Please visit our [Office for Institutional Equity & Access website](#) to see our full Student Code of Conduct, , Diversity Plan, Affirmative Action Plan, Nondiscrimination Policies, Sexual Violence Policy and other policies & laws that govern St. Cloud State University.

# Huskies in the High School Program Overview

## Mission

Huskies in the High School at St. Cloud State University is a concurrent enrollment program serving our Minnesota communities by increasing access to college learning and strengthening high school-University connections.

Since its founding as Senior to Sophomore in 1996, our concurrent enrollment program partners with Minnesota high schools to offer St. Cloud State University courses to qualified high school students at their high school. This program is another dual enrollment option available under the Minnesota Postsecondary Enrollment Options (PSEO) Act. In the program's 25<sup>th</sup> year, the program was rebranded to Huskies in the High School. This name is more inclusive of the students we serve, and a great reminder that all of our dual enrollment students are St. Cloud State University Huskies. Today, Huskies in the High School partners with over 40 schools, offering over 50 courses, and serving over 3,000 high school students annually.

We pair approved, talented, and highly trained high school teacher with a university faculty member from the respective academic department. Faculty partners ensure that the courses offered through concurrent enrollment programming (Huskies in the High School) match the rigor and learning objectives of the courses taught on-campus.

Huskies in the High School students accelerate their learning and prepare for a future on a university campus. Students learn college-level skills in critical thinking, writing, research, and course management to help them succeed in college.

## Ensuring Quality with NACEP Accreditation

The Huskies in the High School program has been accredited by the [National Alliance of Concurrent Enrollment Partnerships](#) (NACEP) since 2012. NACEP works to ensure that college courses offered by high school teachers are as rigorous as courses offered on the sponsoring college campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps program adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development.

## 124D.09 Postsecondary Enrollment Options (PSEO) Act

Postsecondary Enrollment Options allows qualified juniors and seniors to earn college credit while still in high school, through enrollment in and successful completion of college-level courses either on the campus of the postsecondary institution or through programs like Huskies in the High School. The entire MN PSEO Act can be read online: <https://www.revisor.mn.gov/statutes/cite/124D.09>.

The Minnesota PSEO Act authorizes the state to reimburse high schools for concurrent enrollment costs. This statute required high schools to partner with concurrent enrollment programs accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), in the process of becoming accredited by NACEP, or demonstrate that they have met standard comparable to NACEP standards to be eligible for these funds. Huskies in the High School, formerly Senior to Sophomore, has been accredited since 2012. Please contact Jeanne Krile ([jeanne.krile@state.mn.us](mailto:jeanne.krile@state.mn.us)) with the Minnesota Department of Education for more information about state funding.



## Minnesota State System Procedure 3.5 Post-Secondary Enrollment Options Program

Minnesota State Colleges & Universities promotes rigorous educational pursuits by encouraging and enabling high school students to enroll in postsecondary courses or programs under the MN PSEO Act. Board procedures & policies for concurrent enrollment programming can be found online:

<https://www.minnstate.edu/board/policy/305.html>

### Online Student Handbook

The online student handbook describes the Huskies in the High School program and St. Cloud State University's academic policies, procedures, and resources that are available to students. The handbook can be found on the program website: [www.stcloudstate.edu/huskiesintheHS](http://www.stcloudstate.edu/huskiesintheHS)

### Benefits for students participating in the Huskies in the High School Program

- Earning college credits in conjunction with meeting high school graduation requirements.
- Experience rigor and expectations of university coursework in a resource-rich environment.
- Develop skills in critical thinking, writing, research, and time management to help you succeed in college after high school graduation.
- Enjoying the convenience of enrolling in courses right on the high school campus, reducing scheduling and transportation difficulties.
- Avoiding competition for open seats in courses.
- Accessing the many resources available at your high school and college campus.

More information for students can be found on our website: [www.stcloudstate.edu/huskiesintheHS](http://www.stcloudstate.edu/huskiesintheHS)



Course	Title	Credits	Goals & Course Characteristics
AHS 104	Intro to Atmospheric Science	3	Goal Area 3
BIOL 102	The Living World	3	Goal Area 3 & 10
BIOL 103	Human Biology	3	Goal Area 3
CELD 200	Intro to Education	3	
CFS 260	Children in a Changing World	3	Goal Area 8 & Diversity
CM 130	General Woodworking	3	
CHEM 160	Preparatory Chemistry	4	Goal Area 3
COLL 110	Reading & Study Strategies	2	
COLL 111	Career Planning	2	
ECON 201	Intro to Economics	3	Goal Area 5
ENGL 184	Intro to Literature	3	Goal Area 6
ENGL 191	College Composition & Rhetoric	4	Goal Area 1
ENGL 201	Classics of Literature	3	Goal Area 6
ENTR 200	Principals of Entrepreneurship	3	Goal Area 8
ETS 260	Intro to Environmental Studies	3	Goal Area 10
FIRE 201	Intro to Money Management	3	
FREN 101	Elementary French I	4	Goal Area 6 & 8
FREN 102	Elementary French II	4	Goal Area 6 & 8
FREN 201	Intermediate French I	4	Goal Area 6 & 8
GENG 101	Ethics & the Engineering Profession	3	Goal Area 9
GEOG 111	Intro to Global Geography	3	Goal Area 8 & Diversity
GER 101	Elementary German I	4	Goal Area 6 & 8
GER 102	Elementary German II	4	Goal Area 6 & 8
GER 110	Intro to German Culture	3	Goal Area 6 & 8
GER 201	Intermediate German I	4	Goal Area 6 & 8
GERO 208	Intro to Gerontology	3	Goal Area 5 & Diversity
HIST 106	Historical Studies	3	Goal Area 5, 8 & Diversity
HIST 110	Western Civilization I	3	Goal Area 5 & 8
HIST 111	Western Civilization II	3	Goal Area 5 & 8
HIST 197	Democratic Citizenship	3	Goal Area 5 & 9
MATH 103	Mathematical Thinking	3	Goal Area 4
MATH 112	College Algebra	3	Goal Area 4
MATH 113	Trigonometry	3	Goal Area 4
MATH 115	Precalculus	5	Goal Area 4
MKTG 100	Contemporary Business Concepts	3	Goal Area 8



Course	Title	Credits	Goals & Course Characteristics
PESS 120	Aerobic Fitness	1	
PESS 122	Lifelong Health & Fitness	1	
PESS 123	Weight Training	1	
PHYS 103	Concepts in Physics	3	Goal Area 3
PHYS 231	General Physics I	4	Goal Area 3
POL 111	American National Government	3	Goal Area 5 & 9
PSY 115	Intro to Psychology	3	Goal Area 5
SOC 160	Principals of Sociology	3	Goal Area 5
SPAN 101	Elementary Spanish I	4	Goal Area 6 & 8
SPAN 102	Elementary Spanish II	4	Goal Area 6 & 8
SPAN 110	Intro to Spanish Speaking Cultures	3	Goal Area 6 & 8
SPAN 201	Intermediate Spanish I	4	Goal Area 6 & 8
SPAN 202	Intermediate Spanish II	4	Goal Area 6 & 8
STAT 103	Statistical Thinking	3	Goal Area 4

Please see the St. Cloud State University catalog for more information.

<https://catalog.stcloudstate.edu/courses>



Details and required reports for these responsibilities can be found in the Faculty Partner Handbook and Faculty Partner D2L Page.

### **Faculty Partner Partnership Responsibilities**

- ✓ Facilitate course-specific training for *new instructors only*
- ✓ Approve final course syllabus and required materials such as textbooks
- ✓ Facilitate or approve annual discipline-specific professional development for each partner
- ✓ Complete one class observation (site visit) per instructor while course is in session
  - Faculty partners partnered with new high school instructors must complete a site visit during the high school instructor's first year teaching through the program and/or first year teaching a new course (i.e. added a new level of math or language).
  - Faculty partners that are partnered with the *same* high school instructor with a site visit report on file from the previous year may continue site visits every three years.
- ✓ Host campus visit at St. Cloud State University while university courses are in session (to ensure staffing and lively student experience).
  - This is optional for some disciplines and required of others. Each academic department determines campus visit requirements.
  - All campus visitors must abide by safety guidelines and mandates in place.
- ✓ Maintain ongoing collegial interaction with high school teacher throughout the course
- ✓ Post final grades to e-services within ten days of last day of high school course

### **Program staff will:**

- Create course in e-services. D2L course shell will be built automatically.
- Send course section report and connect high school partner with faculty partner prior to the course start date.
- Orient students and inform students about the benefits and responsibilities of concurrent enrollment participation.
- Assist high school with student applications, course placement, and student registration.
- Assist faculty partners and high school instructors in scheduling any partnership responsibilities.
- Coordinate required course evaluations.

### **High school instructor will:**

- Teach the approved St. Cloud State University curriculum
- Send a copy of the approved syllabus to the program
- Work with faculty partner to schedule and complete all partnership requirements
- Maintain ongoing collegial interaction with faculty partner throughout the course
- Send final grades to their St. Cloud State University faculty partner within five days of last day of the offered course.



## New Faculty Partner Orientation

New faculty partners should complete an orientation with the program. These orientations are completed in a one-to-one format with a program staff member, and can be booked [online](#).

## Class Section Information

Each high school will receive an email in the early spring to complete a Joint Powers Agreement and course requests for the following academic year. This should be finalized prior to summer each year to ensure faculty partner availability. Prior to the start of the course, high school instructors and faculty partners will receive an introduction email with a course section report. This report has important registration dates and the 6-digit course ID needed for students to register for the course.

## Faculty Partner Compensation

Faculty partner compensation is determined by the Division of Academic Affairs. Partnership responsibilities are assigned and approved by respective Deans. Generally speaking, faculty partners are compensated 2.99 extra duty days for their partnership work, unless they are an adjunct faculty member. Adjunct faculty members are compensated 0.79 credit load. The Huskies in the High School program office will submit the requests for faculty partner compensation within the first month of the course start date. These requests are submitted to the respective college's Administrative Director. Faculty partners may request that payment is spread out over the course of the high school course start and end dates (default) OR a lump sum at the end of the high school course dates. Please contact your college's Administrative Director within the first two weeks of the high school course **only if you would like to be compensated in a lump sum at the end of the course**. Faculty partners can view Huskies in the High School compensation on their paystubs in Self-Service.

## FERPA & Student and Parent Acknowledgement

St. Cloud State University is committed to the protection and confidentiality of student education records, and adheres to the Family Educational Rights and Privacy Act (FERPA), established to regulate access and maintenance of student education records. All rights move to the student when that student is in a post-secondary education institution; parents, spouses, and significant others may not access a student's education records without consent. More information about St. Cloud State University's Data Privacy and Data Practice can be found online: <https://www.stcloudstate.edu/policies/data-privacy/>

High schools are provided a sample student and parent acknowledgement form for their own records. The program does not collect these agreements. The high school and high school instructors may use this as a resource to guide conversations with their students and families. Faculty that are contacted about a student record from anyone other than the student can refer questions to the Huskies in the High School program.

## Class Composition & Mixed Classes

Courses offered through Huskies in the High School may have students in the course that are not attempting St. Cloud State University credit, however a majority of the students (51%+) should be registered for college credit. Students who are not taking the course for college credit may not retroactively register for college credit, all concurrent enrollment students must register for the St. Cloud State University course at the beginning of the course.

Courses offered through Huskies in the High School should not be combined with other courses. The rigor and content of the course cannot change based on who is registered, all students registered for college credit must complete all requirements necessary for St. Cloud State University credit. If there are questions about class composition or mixed classes, please contact us at [huskiesintheHS@stcloudstate.edu](mailto:huskiesintheHS@stcloudstate.edu).

## Syllabus & Course Content

The course taught by the high school instructor must align with the St. Cloud State University course taught on campus. The learning objectives provided in the syllabus must match the learning objectives in the St. Cloud State University catalog. Some departments may provide a syllabus for the course, and others may collaborate with the high school instructor to design the syllabus. Courses offered through the Huskies in the High School program are dual credit, meaning students earn both high school and college credit. The courses at the high school may include more content to meet school curriculum requirements, but at a minimum must include all requirements necessary for St. Cloud State University credit. St. Cloud State University grades must measure requirements for college credit. All syllabuses must be approved by the St. Cloud State University department or assigned faculty partner prior to the beginning of the course. The program will provide a syllabus template with information that is required for each syllabus. High school instructors should submit a final approved syllabus to the Huskies in the High School program via D2L or by emailing the document to [huskiesintheHS@stcloudstate.edu](mailto:huskiesintheHS@stcloudstate.edu).

## Textbooks & Course Materials

Textbooks & materials used in the course must be approved by the St. Cloud State University department and/or faculty partner. Materials may differ by course and instructor, but must support the learning objectives and requirements for St. Cloud State University credit. Books and course materials are to be purchased by the high school/district and become the property of the high school/district.

## Student Advising

Huskies in the High School (HHS) instructors, counselors, and administrators are essential to advising students. It is important that students consider some the following:

- St. Cloud State University course requirements may require more time, responsibility and effort than a high school course. Students should consider their entire academic workload and extra-curricular activities to ensure it is the right time to participate in a college course.
- Retroactive registration and dropping is not permitted in a St. Cloud State University course.
- The grades that the student earns will become part of their permanent academic record.
- Students participating in Huskies in the High School are also St. Cloud State University students and have access to student support services available to undergraduate students.

Prior to the beginning of each course, instructors are sent a program orientation recording to show their students prior to registration. This recording discusses the roles, responsibilities, and benefits for concurrent enrollment students. Huskies in the High School program staff are also available to help students navigate their past, current, and future postsecondary experience.

## Course Roster Verification

High school instructors and students are responsible for verifying the accuracy of the course roster during the registration window. As soon as students register for their St. Cloud State University course, the instructor & faculty partner will see the student on their St. Cloud State University roster. Students not listed on the rosters are not registered for college credit.

**Registering for the high school course does not register a student for the St. Cloud State University course. Applying to St. Cloud State University does not register a student for the St. Cloud State University course. The high school and student must verify that the student is registered for the course. Retroactive registration is not permitted in St. Cloud State University courses.**

For instructions on how to view your class roster, go to <https://www.stcloudstate.edu/registrar/faculty>. You will need to log in using your StarID and password. The Huskies in the High School program will contact instructors to verify their course roster prior to billing the high school.

## Course-Specific Training Requirements

*National Alliance of Concurrent Enrollment Partnerships Faculty Standard 2: Faculty partners at the college/ university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.*

Course-specific training is required for any new high school instructor teaching a new course through Huskies in the High School. Departments should also facilitate course-specific training for any departmental/curriculum changes relevant to the course being taught. The training must include discussion/development of the following items to ensure that the Huskies in the High School (HHS) course aligns with the course taught on campus:

- Course curriculum, philosophy and expectations
- Assessment criteria, learning outcomes and grading policies
- Pedagogy
- Syllabus & required materials

Course-specific training cannot replace annual professional development requirements, but can include: on-campus observations, 1:1 meetings & pre-recorded modules. HHS program will reimburse mileage to instructors/faculty partners as appropriate, pay for parking, and provide lunch/dinner within reasonable limits. HHS program will provide administrative program orientation. Please work with HHS program to schedule course-specific training.

***Documentation required:*** A report provided by the program must be completed by the faculty partner. This submission may need to include materials, agenda, format/delivery method, date & time, list of participants. Report template can be found on the faculty partner D2L and in the appendix of the Faculty Partner Handbook.



## Discipline Specific Professional Development (PD) Requirements

*National Alliance of Concurrent Enrollment Partnerships Faculty Standard 3: Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.*

Discipline specific professional development can include but is not limited to:

- One-to-one meetings virtually or in person
- Workshops on campus with multiple Huskies in the High School (HHS) instructors
- Attendance of discipline specific professional development on campus with University department
- Observation of course taught on campus with discussion and reflection
- Pre-recorded modules
- Discussion of current research/literature
- Collaborative course content development
- Online, interactive discussion board
- Seminar/conference participation approved by faculty partner in advance

The Huskies in the High School program will reimburse mileage to instructors/faculty partners as appropriate, pay for parking, and provide lunch/dinner within reasonable limits.

***Documentation required:*** A report provided by the program must be completed by the faculty partner. This submission may need to include materials, agenda, format/delivery method, date & time, list of participants. Report template can be found on the faculty partner D2L and in the appendix of the Faculty Partner Handbook.

## Classroom Observation (Site Visits)

*National Alliance of Concurrent Enrollment Partnership Curriculum Standard 3: Faculty partners conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.*

Faculty partners are required to complete one class observation per instructor relationship while the Huskies in the High School (HHS) course is in session. The purpose of the site visit is to ensure that the course taught at the high school aligns with the course taught on campus. The faculty mentor may **not** teach/lecture as part of the site visit.

Site visits can be completed:

- In person where the faculty partner travels to the high school classroom to observe
- Via video conference (Zoom, Google Classroom, etc.)
- Via recording where the high school instructor records a class period and sends to their faculty partner for review

Faculty partners partnered with new high school instructors must complete a site visit during the high school instructor's first year teaching through the program and/or first year teaching a new course (i.e. added a new level of math or language). Faculty partners that are partnered with the *same* high school instructor with a site visit report on file from the previous year may continue site visits every three years.

**Documentation required:** The faculty partner must submit a site visit report to the program office, and the high school instructor will be prompted to complete a site visit reflection by the program. These reports can be returned to [huskiesintheHS@stcloudstate.edu](mailto:huskiesintheHS@stcloudstate.edu) or submitted via D2L. Report template can be found on the faculty partner D2L and in the appendix of the Faculty Partner Handbook.

## Campus Visits

Each Huskies in the High School (HHS) class is encouraged to visit campus once during the course. Some disciplines may require campus visits, each department determines campus visit requirements.

To make these visits possible, the program reimburses schools for bus transportation and will provide lunch for students at Garvey Commons, the student dining hall. The program can cover substitute teacher costs for up to one campus visit per relationship.

Campus visits must be scheduled while classes are in session at St. Cloud State University. This will ensure that students experience campus life and that resources are available to promote an interactive visit.

While on campus, students may participate in a variety of activities, such as: work in a lab or attend a lecture; learn how to do university level research during a library session with one of the St. Cloud State University research librarians; attend special on-campus events; and attend presentations from various department on campus such as Admissions, Financial Aid and Education Abroad.

Campus visits can be tailored to the class and students participating. Please work with your high school partner and the program to plan a campus visit. High School instructors can submit a Campus Visit Request on our website under "Teacher Resources".

All campus visitors must abide by safety guidelines and mandates in place. Please work with the Huskies in the High School program to develop a safety plan if needed at the time of the campus visit.

## Final Grades & Grade Submission

St. Cloud State University grades must measure requirements for college credit.

Courses taught at the high school and courses taught on campus rarely end at the same time. Consequently, posting grades for courses taught through the Huskies in the High School (HHS) program will always be a several step process. The program has worked closely with the Office of Records and Registration to design procedures to make the process as simple and efficient as possible.

High school instructors and faculty partners should discuss grade submissions at the beginning of each course. Grading criteria should be clearly documented in the syllabus. Concurrent enrollment (Huskies in the High School) courses are dual credit meaning that students receive credit at the high school and at St. Cloud State University. **It is important for students to know that their high school grade and their St. Cloud State University grade may not be the same grade due to different attendance and assessment policies at the college level.**

Ensuring that grades are posted within the St. Cloud State University system is the responsibility of both the high school instructor and the faculty partner. Within 5 days of the course end date, high school instructors must submit finals grades to their faculty partner. The faculty partner must post grades within 10 days of the course end date. Delays in grade submission can delay the release of student transcript orders. High school instructors may enter grades with permission of the department/faculty partner.

St. Cloud State University's Grading System policy can be found online:

<https://www5.stcloudstate.edu/Policies/SCSU/Viewer.aspx?id=35>

## Incomplete Grade Policy

Instructors may assign the grade of I (Incomplete) to students who are doing satisfactory work in a course but due to extenuating circumstances are unable to complete all course requirements during the term. An Incomplete Grade Request Form must be completed by the student, instructor, and faculty partner. The final form should be submitted to the Huskies in the High School program. The instructor/faculty partner will submit an "I" as the student's final grade. Course requirements must be completed by the end of the following semester unless the instructors sets a shorter time limit. For courses in the spring semester, the following semester is fall. A grade of "I" will automatically change to "F" at the end of the following semester if no other grade has been assigned.

St. Cloud State University's Grading System policy can be found online:

<https://www5.stcloudstate.edu/Policies/SCSU/Viewer.aspx?id=35>

## Course Evaluations

Students are required to complete a course evaluation at the end of every course for program accreditation. The Huskies in the High School program will provide a link or paper form for instructors to send students prior to the end of the course. Course evaluation results will be shared with the high school instructor and faculty partner after final grades are posted.



The courses below require additional placement testing or pre-requisites. Each course will accept multiple measures. Scores must be on file with Huskies in the High School prior to registration. If a student takes a placement test with St. Cloud State University, it will automatically be added to the student's record. External score reports should be submitted by the high school counseling office to [huskiesintheHS@stcloudstate.edu](mailto:huskiesintheHS@stcloudstate.edu). Students missing scores will be prevented from registering.

<b>Mathematics/Statistics</b>	
<b>Course</b>	<b>Placement Testing/Prerequisites</b>
MATH 112 College Algebra	<ul style="list-style-type: none"> <li>• A score of 22 on ACT Math</li> <li>• A score of 530 on SAT Math Composite</li> <li>• A score of 1158 on MN Comprehensive Assessment Math</li> <li>• A score of 60 on Intermediate Algebra Placement Test - CAT</li> <li>• A score of 50 on Accuplacer College Level Math</li> <li>• A score of 245 on Accuplacer Next Generation Advanced Algebra Functions</li> <li>• A score of 46 on ALEKS PPL Math Placement</li> </ul>
MATH 113 Trigonometry	<ul style="list-style-type: none"> <li>• Completion of MATH 112 College Algebra with C- or better</li> <li>• A score of 60 on Accuplacer College Level Math</li> <li>• A score of 255 on Accuplacer Next Generation Advanced Algebra Functions</li> <li>• A score of 61 on ALEKS PPL Math Placement</li> </ul>
MATH 115 Precalculus	<ul style="list-style-type: none"> <li>• A score of 24 on ACT Math</li> <li>• A score of 50 on Accuplacer College Level Math</li> <li>• A score of 65 on Intermediate Algebra Placement Test - CAT</li> <li>• A score of 250 on Accuplacer Next Generation Advanced Algebra Function</li> <li>• A score of 61 on ALEKS PPL Math Placement</li> </ul>
STAT 103 Statistical Thinking	<ul style="list-style-type: none"> <li>• Completion of MATH 112, MATH 113, or MATH 115 with a C- or better</li> <li>• A score of 20 on ACT Math</li> <li>• A score of 520 on SAT Math Composite</li> <li>• A score of 1148 on MN Comprehensive Assessment Math</li> <li>• A score of 70 on Accuplacer Elementary Algebra</li> <li>• A score of 60 on Intermediate Algebra Placement Test - CAT</li> <li>• A score of 50 on Accuplacer College Level Math</li> <li>• A score of 255 on Accuplacer Next Generation Quantitative Reasoning</li> <li>• A score of 245 on Accuplacer Next Generation Advanced Algebra Functions</li> <li>• A score of 31 on ALEKS PPL Math Placement</li> </ul>
<b>English</b>	
<b>Course</b>	<b>Placement Testing/Prerequisites</b>
ENGL 191 College Composition & Rhetoric	<ul style="list-style-type: none"> <li>• A score of 18 on ACT English</li> <li>• A score of 21 on ACT Reading</li> <li>• A score of 500 on OLD – Sat Verbal/Critical Reasoning</li> <li>• A score of 480 on SAT Evidence-Based Read/Write Composite</li> <li>• A score of 250 on Accuplacer Next Generation Reading</li> </ul>

\* Pre-ACT scores may only be used for admission purposes, they may not be used for course placement.



**NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS  
NATIONAL STANDARDS FOR QUALITY  
CONCURRENT ENROLLMENT PROGRAM (CEP)**

Adopted May 2017

**DEFINITION:**

NACEP defines concurrent enrollment program (CEP) as college credit-bearing courses taught to high school students by college approved high school teachers.

PARTNERSHIP STANDARDS	
<b>P1 - PARTNERSHIP 1</b>	The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
<b>P2 - PARTNERSHIP 2</b>	The concurrent enrollment program has ongoing collaboration with secondary school partners.

FACULTY STANDARDS	
<b>F1 - FACULTY 1</b>	All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.
<b>F2 - FACULTY 2</b>	Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
<b>F3 - FACULTY 3</b>	Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
<b>F4 - FACULTY 4</b>	The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

ASSESSMENT STANDARD	
<b>A1 - ASSESSMENT 1</b>	The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

*Advancing Quality College Courses for High School Students*  
[www.nacep.org](http://www.nacep.org)

CURRICULUM STANDARDS	
<b>C1 - CURRICULUM 1</b>	Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
<b>C2 - CURRICULUM 2</b>	The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
<b>C3 - CURRICULUM 3</b>	Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

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

EVALUATION STANDARDS	
<b>E1 - EVALUATION 1</b>	The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
<b>E2 - EVALUATION 2</b>	The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.



**National Alliance of Concurrent Enrollment Partnerships Faculty Standard 2:** Faculty partners at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.

Course-specific training does not fulfill the additional annual discipline specific professional development requirement. Please see the Faculty Partner Handbook for more information.

Please return completed form and attachments to the Huskies in the High School program.

**Mail:** St. Cloud State University  
Huskies in the High School Program  
140 James W. Miller Learning Resources Center  
720 4<sup>th</sup> Ave. S., St. Cloud, MN 56301

**Email:** [huskiesintheHS@stcloudstate.edu](mailto:huskiesintheHS@stcloudstate.edu)

**Date of training:** \_\_\_\_\_ **Start & end time:** \_\_\_\_\_

**Faculty Partner(s):** \_\_\_\_\_

**St. Cloud State University course:** \_\_\_\_\_

**Attendees:**

**Course-Specific Training Checklist**

- |   |  |
|---|--|
| Course curriculum, philosophy, pedagogy and expectations    | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Assessment criteria, learning outcomes and grading policies | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Syllabus  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Textbooks and course materials                              | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Site visit discussion                                       | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Campus visit discussion                                     | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Program orientation by Huskies in the High School           | <input type="checkbox"/> Yes <input type="checkbox"/> No |

**Please provide a summary of the training or attach the agenda & materials. Were there any concerns? Is follow-up necessary?**



**National Alliance of Concurrent Enrollment Partnerships Faculty Standard 3:** Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.

Faculty partners are responsible for offering annual discipline specific professional development for each of their high school partners. Please see the Faculty Partner Handbook for more information.

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**Email:** [huskiesintheHS@stcloudstate.edu](mailto:huskiesintheHS@stcloudstate.edu)

**Date of training:** \_\_\_\_\_ **Start & end time:** \_\_\_\_\_

**Faculty Partner:** \_\_\_\_\_

**Format:** \_\_\_\_\_

**Attendees:**

**Please provide a summary of the training or attach the agenda & materials. Describe how this professional development enhances the instructors' pedagogy and breadth of knowledge in the discipline.**





Site visits are required to maintain National Alliance of Concurrent Enrollment Partnerships (NACEP) and Higher Learning Commission (HLC) accreditation standards. Huskies in the High School (HHS) requires site visits each academic year per instructor/faculty partner relationship unless the same instructor/faculty partner has a site visit on file from the previous two academic years. The site visit is an observation, St. Cloud State University (SCSU) faculty partners may not lecture or teach as part of the site visit. Please contact the [huskiesintheHS@stcloudstate.edu](mailto:huskiesintheHS@stcloudstate.edu) with any questions.

**NACEP Curriculum Standard 3:** Faculty partners conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

Date of observation: \_\_\_\_\_

Faculty Partner: \_\_\_\_\_

Course Observed: \_\_\_\_\_ High School: \_\_\_\_\_

High school instructor: \_\_\_\_\_

Please return completed forms to the Huskies in the High School program within 2 weeks of site visit date.

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Huskies in the High School Program  
140 James W. Miller Learning Resources Center  
720 4<sup>th</sup> Ave. S.  
St. Cloud, MN 56301

**Email:** [huskiesintheHS@stcloudstate.edu](mailto:huskiesintheHS@stcloudstate.edu)

**Site Visit Checklist**

**Review Course Materials**

- Syllabus meets SCSU standards.  Yes  No  N/A
- Course reflects the learning objectives of the SCSU discipline.  Yes  No  N/A
- Course reflects the pedagogical, theoretical, and philosophical orientation of the SCSU discipline  Yes  No  N/A
- Textbook is approved by SCSU faculty/department.  Yes  No  N/A
- Grading standards align with those on campus.  Yes  No  N/A
- Assessment methods align with those on campus.  Yes  No  N/A
- Student assignments demonstrate rigor/depth equivalent to on campus course.  Yes  No  N/A
- Student expectations are clear.  Yes  No  N/A

**For areas marked no, please elaborate and provide a description of a plan for improvement:**



**Course Observation**

- Instructor demonstrates knowledge of the course material.  Yes  No  N/O
- Instruction/delivery aligns with on campus course.  Yes  No  N/O
- Instructor is confident in their instruction.  Yes  No  N/O
- Instructor is presenting material that is current and up-to-date.  Yes  No  N/O
- Instructor responds appropriately to questions and concerns.  Yes  No  N/O
- Instructor maintains a high level of professionalism, treats students with respect.  Yes  No  N/O
- Students were instructed in an organized manner.  Yes  No  N/O
- Students were engaged or actively listening.  Yes  No  N/O
  
- This course aligns with St. Cloud State University standards and requirements.  Yes  No  N/O

\*N/O (not observed)

**For areas marked no, please elaborate and provide a description of a plan for improvement:**

**Additional comments that demonstrate the strengths or challenges of the class:**

*By signing below, I understand that this observation is utilized by faculty partners to ensure that university expectations for the course are being met. This report need not be used by high school administration in evaluations of teaching performance. I understand that site visits are required for maintaining NACEP and HLC accreditation standards. Should there be areas that need to be addressed, it is expected that we, the faculty partner and high school instructor, will collaborate to improve the area(s) of concern. If these areas continue to be of concern, we understand that St. Cloud State University has the authority to discontinue the course offering at the high school until these areas are in compliance.*

\_\_\_\_\_  
Faculty Partner Signature

\_\_\_\_\_  
High School Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



Instructors may assign the grade of I (Incomplete) to students who are doing satisfactory work in a course but due to extenuating circumstances are unable to complete all course requirements during the term. An Incomplete Grade Request Form must be completed by the student, instructor, and faculty partner. The final form should be submitted to the Huskies in the High School program. The instructor/faculty partner will submit an “I” as the student’s final grade. Course requirements must be completed by the end of the following semester unless the instructor sets a shorter time limit. For courses in the spring semester, the following semester is fall. A grade of “I” will automatically change to “F” at the end of the following semester if no other grade has been assigned. St. Cloud State University’s Grading System policy can be found online: <https://www5.stcloudstate.edu/Policies/SCSU/Viewer.aspx?id=35>

**STUDENT’S**

**NAME:** \_\_\_\_\_ **TechID:** \_\_\_\_\_

**HIGH SCHOOL:** \_\_\_\_\_

**COURSE:** \_\_\_\_\_ **TERM & YEAR:** \_\_\_\_\_

**I request that I be assigned an “incomplete” for the course indicated above. My reason for the request are (attach documentation if needed):**

I realize the implications of being assigned an incomplete grade in this course. It is my responsibility to contact the instructor for completing all course requirements. Failure to clear the incomplete grade within the specified time period will result in the assignment of a grade of “F” for the course.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
High School Instructor’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Partner’s Signature

\_\_\_\_\_  
Date

**Additional notes:**

Huskies in the High School

140 James W. Miller Learning Resources Center

720 Fourth Avenue South

St. Cloud, MN 56301

[huskiesintheHS@stcloudstate.edu](mailto:huskiesintheHS@stcloudstate.edu)

St. Cloud State University is committed to legal affirmative action, equal opportunity, access and diversity of its campus community. (<http://scsu.mn/scsuoea>)



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