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CONCURRENT ENROLLMENT

Policy & Procedure Guide 2021-2022



MEMBERS OF MINNESOTA STATE

*DCTC and Inver Hills are affirmative action,
equal opportunity educators and employers.*

Mary Jo Gardner
Director, K12 Partnerships
mgardner@inverhills.edu

Allison Chuick
Coordinator, K12 Partnerships
achuick@inverhills.edu

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CONCURRENT ENROLLMENT

DAKOTA COUNTY TECHNICAL COLLEGE & INVER HILLS COMMUNITY COLLEGE

The Concurrent Enrollment (CE) program at Dakota County Technical College (DCTC) and Inver Hills Community College (IHCC) serves high school students, teachers and schools by increasing access to college learning, supporting excellence in teaching and strengthening high school and college connections. Courses offered through the DCTC and IHCC CE program are taught by qualified high school teachers during the regular school day. Teachers are prepared and continuously supported through training provided by DCTC and IHCC faculty from the sponsoring academic departments.

COLLEGE START & INVER/DCTC PREP

Inver Prep and DCTC Prep are CE programs in which high school students take DCTC and IHCC developmental courses to ensure college preparedness. Upon successful completion of DCTC Prep/Inver Prep or by placement via the college assessment test, the junior and senior high school student begins College Start (aka In College), a CE program which delivers regular, lower division college courses. The majority of College Start courses meet the requirements of the Minnesota Transfer Curriculum. Students who successfully complete such a course (with a grade of C or better) are assured of course acceptance at the Minnesota State Colleges and Universities. DCTC and IHCC believe these courses offer participants flexible educational options for their future college careers and support statewide higher education goals. (See Transferology, www.transferology.com)

The Concurrent Enrollment program at DCTC and IHCC is governed by guiding principles from legislative mandates (Minnesota Legislation 124D.091), Minnesota State Colleges and Universities Board Policy 3.5.1, the National Alliance of Concurrent Enrollment Partnerships, and DCTC and IHCC protocols.

MISSION STATEMENT

Concurrent Enrollment programming through Dakota County Technical College and Inver Hills Community College aims to provide high school students the opportunity to prepare for and then to successfully earn college credit by means of a high-quality experience in the high school equal to that of the college classroom.

CONCURRENT ENROLLMENT GOALS

- Give students first-hand experience with the high academic standards and increased workload typical of college education as well as the personal responsibility required to be successful in college.
- Provide teachers with ongoing, college-based professional development that is directly related to the content, pedagogy, and assessment of the DCTC and IHCC courses they teach.
- Strengthen curricular, instructional, and professional ties between high schools and DCTC & IHCC.

NACEP ACCREDITED

The National Alliance of Concurrent Enrollment Partnerships (NACEP) is a professional organization that provides guidance and access to information on college and high school partnerships. **The College Start program at Inver Hills Community College was awarded NACEP accreditation in May 2018** having demonstrated that it meets NACEP standards related to instructors, curriculum, student services, student assessment, and program evaluation. In meeting these standards, policies and practices are shown to be in place to ensure College Start courses are of the same quality as courses taught on the IHCC campus. Dakota County Technical College will be seeking accreditation upon eligibility. Information is available at www.nacep.org.

CONCURRENT ENROLLMENT PROGRAM COURSE OFFERINGS

Inver/DCTC Prep and College Start courses are considered “concurrent” because they meet both high school and college requirements. DCTC and IHCC use computerized assessment inventories called Accuplacer and/or Next Generation along with multiple measures for placement in reading, writing and mathematics. Generally, concurrent enrollment students take the Accuplacer/Next Generation in 9th grade. Some students may receive placement in DCTC/Inver Prep developmental courses (numbered below 1000); these courses do not count toward a college degree, nor do they receive college credit, but they are designed to help students learn the skills necessary to be successful in college-level courses. Students who place in the college level courses (numbered above 1000) qualify for the College Start/In College program.

To qualify for College Start classes, students need to score 78 + on the Accuplacer or 250+ on the Next Generation reading test OR have successfully completed DCTC/Inver Prep coursework with a “C” or better grade OR meet criteria by multiple measures. Below are courses offered through the Concurrent Education program at both colleges. A full listing of current courses offered along with prerequisites can be found at the end of the document in Appendix A. Further information on the courses can be found online at <https://www.dctc.edu/academics/records-registration/>
<https://www.inverhills.edu/Registration/index.aspx>

CURRENT COLLEGE START COURSES OFFERED AT DCTC:

Current College Start Courses Offered at DCTC: Math for Welders, Math for Electricians, College Algebra, Statistics, Medical Terminology, Anatomy & Physiology I, Camera Skills, Photoshop for Photographers

Current Inver Prep Courses Offered at IHCC: Introduction to College Reading & Writing, Introduction to Academic Reading, Introduction to Academic Writing

Current College Start Courses Offered at IHCC: Algorithms and Data Structures, College Success Strategies, Emergency Medical Responder, Emergency Medical Technician, Emergency Medical Technician Practicum, Intermediate Spanish I, Intermediate Spanish II, Writing and Research Skills, Introduction to Literature, Introduction to US Politics, Medical Terminology, Nursing Assistant, Environmental Science, Introductory Chemistry, Principles of Marketing

PREREQUISITES

Students may register in any course if they meet the minimum standard of course and skill prerequisites as stated in the catalog and semester schedule. Academic success requires that some courses be taken in a prescribed sequence or that students demonstrate certain knowledge or competencies prior to enrolling in more advanced courses. Current courses and skill prerequisites are listed at the end of the course descriptions in the catalog and in the class schedule. Registration in English and mathematics courses is determined by results of the college's pre-entry assessment or by multiple measures. The course instructor must authorize exceptions to course prerequisites.

SKILL PREREQUISITE

The skill prerequisite indicates the writing, reading and/or mathematics skill-level expectations of the department and/or instructors. Basic skills proficiency results are obtained through the assessment process when students are admitted to the college. Minnesota State policy requires that students demonstrate measured appropriate skills before registering for composition, mathematics and reading-intensive courses. Placement in English, reading and mathematics courses is determined by the assessment inventories.

To see individual course prerequisites at IHCC, click on the Subject Area then the Courses tab: <https://www.inverhills.edu/DegreesAndPrograms/SubjectAreas/index.aspx>
To see individual course prerequisites at DCTC click on the Filter by Subject drop down menu, pick the desired subject, and click on the Filter Courses button, finally pick the course you are interested in: <https://www.dctc.edu/academics/course-list/>

COURSE LOAD

To register for more than 18 credits in a semester or more than 12 credits in a summer session, students must obtain authorization from an academic advisor or counselor. A student's total number of enrolled credits at all Minnesota State college and universities shall not exceed 22 in any semester. Non-degree seeking students may register for a maximum of 8 credits per semester.

CONCURRENT ENROLLMENT PRICE STRUCTURE

There is no direct cost to the students for the CE program at DCTC and IHCC. Payment is provided by the high school within twenty (20) days after the colleges present invoices for services performed to the high school. Additional costs that schools and districts incur when offering a CE course include:

- Purchasing textbooks and equipment
- Providing substitute teachers for days when teachers attend workshops and on-campus student visits
- Providing transportation for students to on-campus student field visits

Partial reimbursement for these costs is available to public high schools from the state. For more information on accessing state dollars contact the Minnesota Department of Education, 651-582-8637.

PRICING STRUCTURE FOR CONCURRENT ENROLLMENT Academic Years 2019 – 2022

Purpose: Effectively communicate a pricing structure that aligns with the April 18, 2016 pricing structure guidance from the Minnesota State system office.

Academic Year	Inver Prep New	Inver Prep Ongoing	College Start New	College Start Continuing	Notes
2019 - 2020	\$3,000	\$3,000	\$2,800	\$2,800	
2020 - 2021	\$3,000	\$3,000	\$2,900	\$2,900	
2021 - 2022	\$3,000	\$3,000	\$3,000	\$3,000	*Represents alignment with Minnesota State pricing guidelines as identified in spring of 2016

ROLES AND RESPONSIBILITIES

The academic administrator assigned to the CE program is responsible for the oversight of the program as it relates to academic programming, faculty development, accreditation, and course integrity. The assigned academic administrator leads the Concurrent Enrollment Committee which is composed of faculty and administrators. The committee provides oversight for CE program processes, protocol, and expectations aligned with NACEP requirements.

DAKOTA COUNTY TECHNICAL COLLEGE AND INVER HILLS COMMUNITY COLLEGE CONCURRENT ENROLLMENT PROGRAM OPERATION RESPONSIBILITIES

- Provide a comprehensive list of courses offered through the CE program with descriptions that are publicly available from the college.
- Identify prerequisite requirements for each college course.
- Provide appropriate registration, withdrawal, and drop-add information.
- Assist the high school with the administration of assessment (Accuplacer) testing.
- Maintain appropriate academic records documenting each CE course.
- Share student enrollment information and final grade templates.

- Make appropriate record adjustments for students in accordance to drop/add and withdrawal policies.
- Provide student transcripts upon receipt of request and fee payment by student.
- Maintain college course records for high school students and award college credit for successfully completed courses.
- Provide CE instructors with discipline-specific training and orientation regarding but not limited to course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.

FACULTY MENTOR RESPONSIBILITIES

The DCTC and IHCC mentor's role is to serve as the instructor of record overseeing and ensuring the integrity of the course curriculum. The mentor's responsibilities include the following:

- Share with CE program administration and partnering high school the college requirements regarding course syllabi, course content, assessment norming and course resources
- Facilitate student outcome assessments and assignment norming with the high school partner including review of student work
- Integrate course evaluation data, current content specific information and other professional development content to design and deliver annual professional development discipline specific workshops to high school teachers
- Make at least one site visit (per semester class) to the high school to meet with the partner teacher.
- Provide ongoing professional opportunities to share best practices
- Maintain communication with the high school teacher related to the course, its delivery, student assessment or grading
- Notify CE program administration when there are significant changes in the curriculum and when new texts are selected
- Notify high school teachers when there are course syllabus updates, changes in curriculum, and when new texts are selected
- Provide access to supplementary materials approved by the department for use with the specific course being delivered at the high school
- Submit final grades using the online grade entry system
- Submit a "Syllabus/Course Welcome Checklist" for every class mentored
- Submit an online "Visitation Report" for every class mentored

HIGH SCHOOL RESPONSIBILITIES

- By November 30, send a completed Intent to Offer form to the DCTC & IHCC CE administrator identifying the classes to be offered for the upcoming academic year
- Work with college staff to schedule and administer the Accuplacer exam for students interested in CE courses prior to student admission and registration
- Advise students about course expectations; help them to make decisions about participating

- Approve students per CE student eligibility criteria and policies. The high school is responsible for ensuring that the student meets the eligibility requirements for CE courses per DCTC and IHCC guidelines
- Complete enrollment and registration of the students within the stated enrollment and registration period. CE courses shall not simultaneously enroll CE and non-CE students without prior approval by CE administration
- Ensure the maximum enrollment of a CE course does not exceed the published on-campus seat cap
- Ensure all textbooks and other instructional materials/equipment required for the course (as determined by the sponsoring academic department and faculty mentor) are available to students at the beginning of the term
- Assist in student compliance with the drop/add and withdrawal policies
- Ensure communication and access to DCTC/IHCC student support services for CE students and their parents (or guardian)
- Coordinate dates and visit strategy to the DCTC/IHCC campus including provision of transportation for the CE students
- Release teachers to attend CE professional development activities and required student field days
- By August 31st of each year, send completed contracts to the DCTC/IHCC CE office for the upcoming academic year
- Pay the established DCTC/IHCC CE program fee
- Plan for a smooth transition when replacing a CE teacher including obtaining pre-credentialing approval in instances when a long-term substitute teacher is required

HIGH SCHOOL TEACHER RESPONSIBILITIES

- Submit all required credentialing documents and obtain approval to teach the CE course prior to course being taught at the high school
- Use the course syllabus for the CE course provided by DCTC/IHCC
- Provide the faculty mentor with documentation that ensures each CE course is equivalent in content and rigor to the same course offered on campus. This documentation should include copies of quizzes, exams and completed homework assignments that are examples of student A-level work, B-level work, and C-level work. The faculty mentor reserves the right to approve any mid-terms, as well as the final examination. If not approved, the faculty mentor must demonstrate that the exam does not evaluate at the college level and/or it is not consistent with course learning objectives
- Assign final whole letter grades to each student on the class list. The completed grade sheet is to be sent to the faculty mentor immediately after the semester ends
- A student's grade in a course is to be based on their academic performance on assignments and tests or other factors as mutually agreed upon by the high school teacher and faculty mentor and as stated in the syllabus
- Attend a yearly workshop at DCTC/IHCC to discuss issues, policies, procedures, and discipline specific content

- Facilitate program evaluation

HIGH SCHOOL TEACHER PROFESSIONAL DEVELOPMENT

Professional development opportunities are provided for teachers to keep updated on the college courses they are teaching as well as to participate in the intellectual and collegial community of the college. The workshops function as faculty meetings for DCTC and IHCC CE courses and fulfill a requirement for NACEP accreditation. Teachers work with their mentor from the discipline to prepare the content, pedagogy, assessment and syllabus for the college course they will be teaching. The professional development opportunities also provide teachers with processes, policies and updates relevant to teaching for the college.

Teachers are required to attend and sign in at the provided professional development opportunities both in person and online. When circumstances beyond a teacher's control prevent her or him from participating in a workshop, he or she is expected to contact the college mentor to discuss the meeting's agenda to discuss alternative participation strategies. High school teachers who develop a pattern of professional development event absences may face discontinuation from the program.

IDENTIFYING AND PLANNING A CONCURRENT ENROLLMENT COURSE

The partnership between Dakota County Technical College and Inver Hills Community College and the school district requires collaboration before a CE course is offered. The goal of the process is to ensure that DCTC/IHCC and the high school can offer the course, that it meets credentialing requirements and, that the quality and rigor of the program serves the students. High school administrators and the CE administrator will meet to explore course options. Course options are contingent on what is being offered at DCTC and IHCC, faculty availability and high school teacher qualifications. The high school can then schedule the Accuplacer testing timeframe to determine high school student placement and/or use multiple measures.

CONCURRENT ENROLLMENT HIGH SCHOOL TEACHER CREDENTIALING PROCESS

High school teachers who wish to teach a CE class go through an application process to demonstrate that they meet credentialing requirements identified by Minnesota State. The teachers need to submit a resume and unofficial transcripts for an initial review (email or post mail) to:

Mary Jo Gardner
mgardner@inverhills.edu
Inver Hills Community College
Concurrent Enrollment Program
2500 80th Street East
Inver Grove Heights, MN 55076

Mary Jo Gardner
mgardner@inverhills.edu
Dakota County Technical College
Concurrent Enrollment Program
1300 145th Street East
Rosemount, MN 55068

DCTC and IHCC have a multi-step teacher credentialing process. If a teacher is determined to be credential eligible, they will be directed to submit:

- Copies of Official Transcripts
- A Resume or Professional Curriculum Vita

Submissions can be directed to the address identified above. Credential acceptance or denial letters will be sent to the teacher and building level administrators. Upon credentialing, teachers will be sent a memo of understanding containing duties and program timelines. The signed memo must be returned to DCTC/IHCC.

CREDENTIALS

See Minnesota State Colleges and Universities Procedure 3.5.1 Post-Secondary Enrollment Options (PSEO) Program:

<http://www.Minnesota State.edu/board/procedure/305p1.html>

CHRONOLOGICAL CHECKLIST FOR HIGH SCHOOL TEACHERS

Before the course starts:

- Update course syllabus, including information required by DCTC/IHCC, and send it to the mentoring faculty member

Early in the term:

- Help students understand that they are DCTC/IHCC students
- Review the DCTC/IHCC student and academic policies with the students
- Discuss academic integrity and the consequences of plagiarism and scholastic dishonesty with the students
- Inform the students of the timeline and procedure for withdrawing from a course
- Confirm the class roster with DCTC/IHCC
- Submit any late registrations or withdrawals
- Make arrangements for students to visit the DCTC/IHCC campus
- Discuss that college grades are part of student's permanent college record regardless of where they continue their postsecondary education

Midterm:

- Alert failing students of their status
- Submit any class roster changes

Near end and end of term:

- Administer course evaluations
- Send course evaluations back to DCTC/IHCC
- Submit final grades to mentor

FACULTY MENTOR CHECKLIST

- Share with CE program administration and partnering high school mentee the departmental requirements regarding course syllabi, course content, assessments and textbooks
- Approve the syllabus to be used including all DCTC/IHCC policies
- Verify the DCTC/IHCC courses and the students registered for those classes

- Establish a bi-directional communication routine with the mentee
- Provide access to supplementary materials approved by the department for use with the specific course being delivered at the high school
- Discuss student assessments and review at least one example of A, B, C, D, and F student work after the high school mentee has graded them.
- Schedule and complete at least one site visit (per semester class) to each high school classroom and more as needed to ensure academic integrity of the course.
- Connect with the mentee before the high school class visit to inquire about particular concerns that may need to be addressed.
- Ask when students will visit the DCTC/IHCC campus and schedule a time to meet with them on that day.
- Submit final grades using the online grade entry system.
- Complete and/or send a “Syllabus/Course Welcome Checklist” and “Visitation Report” for every class mentored to the CE administrator.

ADVISING STUDENTS

CE teachers and school counselors provide invaluable advising to students, helping them to understand that the college course will require more time and personal responsibility than the typical high school class. Students should expect to spend about 9 hours per week, including class time, on a three-credit course.

APPLYING AND REGISTERING FOR THE CE PROGRAM

DCTC and Inver Prep - All new DCTC/Inver Prep students will need to meet the placement criteria and apply to the program using the link provided to the high school. Once all students are registered, the teacher needs to send a class roster for every DCTC/Inver Prep class/section to the CE administrator.

College Start - Students who plan to take a College Start class will need to qualify for the class per the DCTC/IHCC requirements. This may include passing a DCTC/Inver Prep class and/or by meeting placement criteria. Once a student qualifies for the College Start class they then apply to DCTC/IHCC through the application process which includes obtaining a StarID. After the application is completed, they can register for classes using the six digit course ID number that is provided to the school. Tutorials are provided on the IHCC and DCTC websites to guide students through the application and registration processes. They can sign in using their StarID username and password to register for the College Start class.

College Start class registration information provided to the high schools includes the course, section number, course ID, last day to add the course and last day to withdraw from the course. Registration dates for each semester generally are the first two weeks of the fall and spring semesters. If students are already in the College Start program, they do not need to fill out the application again. They will need to sign in using their StarID username and password to register for College Start class.

Some returning students may not remember their StarID username and password. StarID information can be retrieved using StarID Self Service, <https://starid.minnstate.edu/>. Avoid developing duplicate StarIDs for a student. StarID passwords expire every 180 days.

COURSE CHANGES AND CANCELLATIONS

The college reserves the right to change class locations, instructors and other conditions that do not alter the scheduling of the course. If the time, day or dates of a course are changed, or if a course is cancelled, the college will send a notification email to each registered student.

CLASS LISTS

After students have completed College Start registration, the teacher will need to review the class list on eServices. The teacher then sends an email to the CE office confirming that the class list is correct. This is done to ensure that students are enrolled in the proper class. College Start teachers can see an updated class lists by logging in to the DCTC/IHCC eServices system using their StarID login information. Instructions on how to activate a StarID and navigate through eServices can be found on the Minnesota State website: <https://starid.minnstate.edu/> and in the Instructor Resources site on D2L.

WHEN STUDENTS ARE DOING POORLY IN A CONCURRENT ENROLLMENT COURSE

DCTC and IHCC grades earned in CE courses are entered onto an official college transcript and become part of the student's permanent academic record. CE teachers should let students know if they are in jeopardy of failing an DCTC/IHCC CE course and should discuss appropriate options, such as taking an incomplete or withdrawing from the course. Students must withdraw/cancel before taking a final exam or completing a final paper or project for the course. Withdrawal from a completed and graded course is not permitted. All college grades are part of a student's permanent college record and can impact future acceptance, scholarships, GPA, and Satisfactory Academic Progress regardless of where they attend post-secondary education.

CLASS SIZE LIMITS

College academic departments specify class size for each course to ensure that the pedagogy and interactivity appropriate for the subject at hand can be employed. CE gains permission from a college department to offer its course(s) by guaranteeing that the course's essential characteristics – class size being one such characteristic – will be preserved when taught in the high school. Observing the college's class size limits is also required to meet NACEP's curriculum standards, which require that a CE course be the same as the course offered on the college campus and that it reflects the pedagogical orientation of the course on the college campus.

COURSE EVALUATION

Dakota County Technical College and Inver Hills Community College conduct student ratings of instruction on courses including the DCTC/Inver Prep and College Start classes. The information collected from the surveys is used for ongoing professional

development. The high school will be notified of the survey, timeline and access information. Surveys should be completed each time the course is taught.

VISIT DAYS

DCTC and IHCC welcome CE students to campus. The classes can attend college activity days that provide CE students with an opportunity to meet students from other schools, interact with on-campus students and faculty as well as explore the resources of the campus. These include student success days, college open houses/visit days, career fairs, Fine Arts Festival, and the annual research conference. Other formats for the college visit can be developed as well. While on campus, as in the classroom, CE students are subject to DCTC/IHCC student conduct policies. Please set aside time to properly prepare your students.

VISIT DAY PREPARATION CHECKLIST

- Work with the CE administrator to choose a visit day and activity that will provide your students with a positive experience without duplicating previous visits.
- Add the visit day to your syllabus along with the information about whether the field day will be required for your CE students and, if required, the consequences for students who don't attend.
- Inform your school administrators and other CE teachers about the day you have chosen.
- Work with your school administrators to arrange transportation.
- Arrange for any permissions that are required by your school from parents or legal guardians.
- Review appropriate student conduct.
- Debrief with your students after the field day.

SUBMITTING DCTC AND IHCC GRADES

DCTC and IHCC require all grades to be submitted to the DCTC/IHCC college mentor who will submit them online. Note any change that has been made to the class roster since the beginning of the course. Grades are due within three business days of the last class session.

GRADE OF "D" POLICY

Students who earn a D in a course offered via concurrent enrollment are encouraged to meet with the high school teacher/guidance and counselor prior to continuing in the program.

REPEATING COURSES POLICY

If a student decides to repeat a course, both the original and repeated grade and credits will appear on the student record and transcript. The Enrollment Center will automatically process repeat grades within one month of the end of a semester. Those courses identified as repeated result in a recalculated GPA. Students enrolled in a course for the third time (or more) may remain in the course only with the consent of the instructor.

COLLEGE VERSUS HIGH SCHOOL GRADES

CE program instructors may choose to assign different grades for the high school course and the DCTC/IHCC course. Teachers should be guided by their school policies regarding advanced course grading. DCTC and IHCC Policies including student, academic and campus policies can be found on

<https://www.dctc.edu/about-us/college-policies/>

<https://www.inverhills.edu/Policies/index.aspx>

ACADEMIC INTEGRITY POLICY

Academic integrity is one of the most important values in higher education. This principle requires that each student's work represents his or her own personal efforts and that the student acknowledges the intellectual contributions of others. The foundation for this principle is student academic honesty. DCTC and IHCC students are expected to honor the requirements of the academic integrity policy. The full Academic Integrity Policy can be found on the college policy web pages listed above.

POLICY IMPLEMENTATION

Notification: In each class students will be notified about that class' process regarding academic dishonesty. That notification is most often stated in the class syllabus and may contain definitions of academic dishonesty, required documentation style, a reference to the college's Academic Integrity Policy and the Student Code of Conduct, and a statement of consequences in the class for any infraction.

Due Process: Students can expect fair treatment in academic matters, and the following steps will be followed in each situation:

1. Notification of the charge,
2. presentation of the evidence supporting the charge,
3. an opportunity to respond,
4. notification of the consequences, and
5. information about the appeal process.

Consequences: There is a range of options available to instructors for dealing with cases of academic dishonesty. Consequences for a student in a particular class may include, but are not limited to, failing the course, having a course grade lowered, having an assignment grade lowered or stricken, completing an additional assignment or redoing it, receiving a warning, and/or having the charge dropped.

Documentation: A written summary identifying the specific allegation of academic dishonesty, the consequences, and the documentation to support the charge will be provided to the student.

Copies will be kept by the instructor and sent to the Dean of Students/Associate Vice President of Student Affairs.

INSTITUTIONAL RESPONSE

Information sent to the Dean of Students/Associate Vice President of Student Affairs will be used to maintain a master file of academic dishonesty cases. The Dean/Associate

Vice President will identify any ongoing patterns of academic dishonesty and will consider whether an institutional response to a Student Code of Conduct violation is warranted. If such a determination is made, the Dean of Students/Associate Vice President of Student Affairs will initiate the College's formal disciplinary process as described in the Student Code of Conduct.

Satisfactory Academic Progress

Please access the following links for the Satisfactory Academic Progress policies:

<https://www.dctc.edu/DCTC/assets/File/pdf/college-policies/2-9-1-Satisfactory-Academic-Standing-Procedure.pdf>

<https://www.inverhills.edu/Policies/pdfs/Chapter-2-Students/2.9-Satisfactory-Academic-Progress.pdf>

WITHDRAWAL

Withdrawing from classes any time after the no-obligation period results in a W grade on a student's transcript. Withdrawal from a class or classes after the fifth business day of the semester results in a W grade on the student's transcript. Students who simply stop attending classes remain registered for the class, may receive a grade of F or FN, and are fully responsible for any tuition, late fees or collection fees associated with that course. The last day to withdraw from a course is calculated as the day on which 80% of the course has elapsed. To view the last day to withdraw for a specific course, visit Courses and Registration in your E-Services account.

GRADING SYMBOLS AND DESCRIPTORS

A - 4.00 Denotes superior achievement

B - 3.00 Denotes above-average achievement

C - 2.00 Denotes average achievement

D - 1.00 Denotes below-average achievement

F - 0.00 Denotes failure to achieve

FN - 0.00 Denotes failure for lack of attendance

U - 0.00 - Denotes a college-initiated withdrawal

I - Denotes incomplete work

W - Denotes withdrawal from class after the fifth class day of the semester through the published withdrawal deadline. Withdrawal dates for courses with beginning and ending dates that differ from the regular semester calendar will be specified in the class schedule.

P - Denotes achievement in a course at the level of "C" or higher. Credits with a grade of P will count toward graduation but will not be used in computing grade-point average.

NC - Denotes no credit granted.

AU - Denotes audit or registration for a class without the intention of earning credit.

Z - Denotes in-progress course

CC - In Progress; denotes in-progress concurrent enrollment.

Grades of NC, I, W, P, AU, and CC are not considered in determining grade-point average. All developmental courses — courses numbered below 1000 — are graded on a scale of A-B-C-D-NC.

APPENDIX A

DCTC/INVER PREP COURSES OFFERED

DCTC Course Title	DCTC Course Designator	DCTC Semester Credit	Accuplacer Score/ Next Generation Score
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IHCC Course Title	IHCC Course Designator	IHCC Semester Credit	Accuplacer Score/ Next Generation Score
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Introduction to College Reading & Writing	Read 0090	5	A: 35-62 NG: 227-236
Introduction to Academic Reading	READ 0099	3	A: 63-77 NG: 237-249
Introduction to Academic Writing	English 0099	3	A: 63-77 NG: 237-249

COLLEGE START COURSES OFFERED

DCTC Course Title	DCTC Course Designator	DCTC Semester Credits	Accuplacer / Next Generation Score	*Prerequisite
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Anatomy & Physiology I	BIO 2000	4		BIOL 1500 with a grade of C or better
Medical Terminology	HEAL 1502	2		
Math for Welders	MATS 1000	3		
Math for Electricians	MATS 1205	3		
College Algebra	MATS 1300	4		MATS 0600
Statistics	MATS 1251	4		
Camera Skills	PHOT 1050	2		
Photoshop for Photographers	PHOT 1320	2		PHOT 1310

IHCC Course Title	IHCC Course Designator	IHCC Semester Credits	Accuplacer / Next Generation Score	*Prerequisite
Environmental Science	BIOL 1117	4		
Principles of Marketing	BUS 2004	3		
Introductory Chemistry	CHEM 1010	4		MATS 0840 or higher
Algorithms and Data Structures	CS 2300	3		CS 1110 or CS 1119; MATH 1118
Emergency Medical Responder	EMS 1100	3		
Emergency Medical Technician	EMS 1101/1102	6/3		
Writing and Research Skills	English 1108	4	A: 78 + NG: 250 +	Grade of C or higher in READ 93/94 and ENGL/EAP 99 or Accuplacer Score completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher
Introduction to Literature	English 1140	4	A: 78 + NG: 250 +	
Medical Terminology	HCM 1111	2		
College Success Strategies	INTS 1101	2		
Nursing Assistant	NURS 1001	5		Complete READ 0090 or placement into READ 0093 or higher
Introduction to US Politics	POLS 1111	3		
Intermediate Spanish I	Spanish 2201	5		SPAN 1102 or equivalent
Intermediate Spanish II	Spanish 2202	5		SPAN 2201 or equivalent

* Prerequisites

Students may register in any course if they meet the minimum standard of course and skill prerequisites as stated in the catalog and semester schedule. Academic success requires that some courses be taken in a prescribed sequence or that students demonstrate certain knowledge or competencies prior to enrolling in more advanced courses. Current courses and skill prerequisites are listed at the end of the course descriptions in the catalog and in the class schedule. Registration in English and mathematics courses is determined by results of the college's pre-entry assessment

and/or by multiple measures. The course instructor must authorize exceptions to course prerequisites.

Skill Prerequisite

The skill prerequisite indicates the writing, reading and/or mathematics skill-level expectations of the department and/or instructors. Basic skills proficiency results are obtained through the assessment process when students are admitted to the college. Minnesota State policy requires that students demonstrate measured appropriate skills before registering for composition, mathematics and reading-intensive courses. Placement in English, reading and mathematics courses is determined by the assessment inventories.

To see individual course prerequisites at IHCC, click on the Subject Area then the Courses tab: <https://www.inverhills.edu/DegreesAndPrograms/SubjectAreas/index.aspx>
To see individual course prerequisites at DCTC click on the Filter by Subject drop down menu, pick the desired subject, and click on the Filter Courses button, finally pick the course you are interested in: <https://www.dctc.edu/academics/course-list/>