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## Academic and Student Affairs

Coronavirus COVID 19 Guidance  
As of April 30, 2020 (Updated from 3/19/20)  
PSEO and Concurrent Enrollment Programs

# Minnesota State PSEO and Concurrent Enrollment Guidelines Coronavirus Disease 2019 (COVID 19)

## Background

Postsecondary Enrollment Options (PSEO) and concurrent enrollment programs provide the opportunity for over 40,000 high school students annually to enroll in college or university courses offered at the high school, on the college or university campus, or online. In response to the evolving environment of the COVID 19 pandemic, the information below is being provided to our Minnesota State college and universities, our secondary partners and high school students participating in these programs.

Based on the most recent information provided by state and federal governments, the Centers for Disease Control (CDC), and the Minnesota Department of Public Health, Minnesota State is continuously reviewing a range of strategies to limit the spread of COVID 19 and its impact on our campuses and communities. All faculty, staff, and students are encouraged to heed the guidance of the [Minnesota Department of Health](#), and in particular, staying home when sick, covering your cough, and practicing good hand hygiene.

Due to the evolving nature of the pandemic, this document will continue to be updated and the most current information can be found at <https://www.minnstate.edu/coronavirus/index.html>.

## PSEO and Concurrent Enrollment Eligibility (NEW)

Colleges and universities can continue to accept applications for PSEO and concurrent enrollment. The Minnesota Department of Education (MDE) has provided COVID 19 guidance and flexibility related to the completion of the required Notice of Student Registration Form (NOSR) form [here](#).

Please contact the college or university of interest to get the most up to date information on local campus expectations during this time.

### **PSEO and Concurrent Enrollment Eligibility COVID 19**

Eligibility standards for PSEO and concurrent enrollment are outlined in Minnesota State [System Procedure 3.5.1](#). While campuses have different options to qualify students, one measure students can provide to qualify for PSEO and/or concurrent enrollment are eligible scores on nationally standardized, norm-referenced exams like ACT, SAT, PSAT and Pre-ACT. Due to COVID 19, the test administration for these exams is currently suspended. Additionally, the Minnesota Department of Education (MDE) has been granted a [waiver](#) from the U.S. Department of Education to suspend 2020 MCA testing.

Minnesota State colleges and universities should continue to use the PSEO and concurrent enrollment eligibility standards they normally have in place, if feasible. However, if, as a result of COVID 19, the measures normally used to determine eligibility are not available, Minnesota State is allowing flexibility to System Procedure 3.5.1, Subpart A., Admissions Requirements for PSEO Students. To ensure continuity of access during this time, Minnesota State is allowing colleges and universities to use a self-reported cumulative high school grade point average (GPA) of 2.8 to determine eligibility for students who are unable to test or unable to meet other system or local eligibility requirements as a result of COVID 19 interruptions. If a prospective PSEO or concurrent enrollment student is only enrolling in coursework that requires the lower temporary course placement cumulative high school GPA of 2.6, colleges and universities may elect to use the high school GPA of 2.6 to determine eligibility.

Colleges and universities may apply these temporary HS GPA benchmarks for high school students to determine eligibility to participate in PSEO and concurrent enrollment for fall 2020 until further notice. Specifically, HS GPA may be used for students who:

- have not already been admitted to the college or university or
- have not obtained scores on nationally normed admissions tests or
- have no alternative measures for college readiness to evaluate as a result of COVID 19.

Campuses may set higher eligibility standards as permitted in System Procedure 3.5.1 as long as they are feasible for students at this time.

For students without a cumulative high school GPA, colleges and universities may accept other documentation indicating student's readiness and ability to perform college-level work as allowed in System Procedure 3.5.1.

### **Course Placement for PSEO and Concurrent Enrollment Students (NEW)**

Due to our ongoing efforts to ensure the health and safety of our students during the COVID 19 pandemic, significant modifications to current course placement and ACCUPLACER testing

practices are required. This is effective immediately and will remain in effect until withdrawn by the Chancellor at all [Minnesota State colleges and universities](#).

This guidance applies to all students who do not currently have a valid course placement on record. Students who already have a valid course placement on record and wish to have that placement re-evaluated should follow the guidance provided in the relevant section below.

As things are ever-evolving, please check for updates to this change and other COVID 19 changes affecting students, faculty, and staff on the Minnesota State COVID 19 page: <https://www.minnstate.edu/coronavirus/index.html>.

### General Student Population and PSEO and Concurrent Enrollment Students

Colleges and universities shall use **one or more** of the following placement measures to determine a student's course placement within reading, writing, and mathematics:

1. Documentation of successful completion of a college-level course in the area for which the course placement score is used.

***and/or***

2. Eligible ACT, SAT, and/or MCA scores
  - a. All validity windows apply as outlined within System Procedure 3.3.1.

***and/or***

3. Eligible ACCUPLACER scores (i.e., Classic or Next Generation ACCUPLACER).
  - a. Scores already on file may be used. All benchmarks and validity windows apply as outlined within System Procedure 3.3.1.
  - b. Remote proctoring of the Next Generation ACCUPLACER is now available through a video/chat conferencing service such as Zoom as outlined by The College Board (see attachments). Due to bandwidth constraints, remote proctoring is limited to 3-5 participants per proctor. To test, students will need access to the following:
    - i. A computer (desktop or laptop)
    - ii. Stable internet connection
    - iii. Webcam
    - iv. Headset
    - v. Note that devices such as cell phones, Chromebooks, iPads, Surface, and other tablets, will not work.
  - c. Students who do not have access to the technology necessary to complete the ACCUPLACER via the approved remote proctoring process should be placed using their cumulative high school grade point average (HS GPA). If they do not have a valid and reportable HS GPA, these students should be provided with the option of guided self-placement as outlined below.
  - d. Colleges and universities may locally determine the extent to which the ACCUPLACER is administered via the approved remote proctoring process and should follow the guidance outlined in the corresponding section below.

In the absence of eligible ACT, SAT, MCA, and/or ACCUPLACER scores and/or in alignment with the local placement process, college and universities may use cumulative high school grade point average (HS GPA) as a standalone measure as follows:

4. Cumulative HS GPA
  - a. Reading. A student who presents a HS GPA of 2.6 or higher must be given a placement of college-level that allows for enrollment in courses that designate college-level reading skills as a prerequisite.
  - b. Writing. A student who presents a HS GPA of 2.6 or higher must be given a placement of college-level that allows for enrollment in a college-level writing course and in courses that designate college-level writing skills as a prerequisite.
  - c. Mathematics. A student who presents both a HS GPA of 2.8 or higher and the self-reported completion of High School Algebra II or its equivalents with a grade of "C-" or above must be given a placement of college-level that allows for enrollment in College Algebra.
  - d. **Self-reported HS GPA *must be accepted in the absence of an official, transcribed GPA.***
  - e. For purposes of course placement, HS GPA is valid for a period of up to 10 years from the date of high school graduation or, if the student has not yet graduated, from the date submitted.

### The Use of Standalone HS GPA

Due to the limitations in administering traditional course placement assessments, the use of standalone HS GPA is likely to become a more prevalent method of course placement. HS GPA information is collected within the universal application and viewable within ISRS. Colleges and universities are encouraged to contact students in situations where no HS GPA is recorded.

### Grading Considerations for Dual Enrollment Students during COVID 19 (NEW)

Students enrolled in PSEO and concurrent enrollment courses are generating both secondary and postsecondary credit for the courses they are enrolled in. Thus, these courses will be reported on the high school transcript as well as on their college transcript. School districts across the state are also making decisions locally about how grading will be handled in light of COVID 19 and how it will appear on the students' academic record. School districts will determine how grades in PSEO or concurrent enrollment courses will be recorded on the high school transcript. During this time, the grades reflected on the high school transcript may differ from the grades on the college or university transcript due the variability in approaches taken as a result of COVID 19. Because of the variability within and across the two systems, communication between the student, the high school and the postsecondary institution is especially critical during this time to ensure all parties understand the short and long-term implications of all grading options for the individual student.

The information provided below reflects how Minnesota State colleges and universities may address grading alternatives for all students, including PSEO and concurrent enrollment

students. The grading options available may impact the grade the dual enrollment student receives on the college or university transcript only.

Due to these extraordinary circumstances, a Pass/No Credit grading option is available for most postsecondary students including PSEO and concurrent enrollment students. Students enrolled in PSEO and/or concurrent enrollment courses should contact their high school counselor and/or high school instructor to discuss the implications of changing from their current postsecondary grading structure.

There are many reasons students may need letter grades in the future, so it is important for each student to consider carefully if they are offered the option to choose an alternate grading method. Things like the transfer of courses, program admission, scholarship opportunities, athletics, and high school grading policies are just a few of the scenarios that should be considered when a student is deciding to opt for an alternate grading method as letter grades may be required or beneficial in the future.

If a student is offered the opportunity to request to change their grading scale to a Pass/No Credit option or something similar, the student will still receive a letter grade from the faculty teaching the course. Both the letter grade and alternate grading will be stored in the Minnesota State systemwide student information system (ISRS). The alternate grade will be included on the official postsecondary transcript unless the student requests the letter grade.

All courses currently on an A-F grading scale will continue to grade students on an A-F scale, but if a student is offered and chooses the P/NC or S/NC option, the student's A-F grade will be converted to a corresponding "Pass", "Satisfactory" or "No Credit" grade after they decide to make this change.

**Deadline for Decision:** Students should be allowed to make these decisions for institutional determined eligible courses. Students should be provided a deadline to decide and submit this decision for each of the student's courses. Dual enrollment students should consult with their instructors to understand what their options are and when the deadline is for the decision to be made. Each college and university will determine the deadline for submitting this request.

### **Incomplete (I) or In Progress (IP) grade and extension of deadline to complete**

An Incomplete (I) grade gives students a chance to complete coursework after the semester ends. The instructor will give the student an "I" grade at the end of the course, and then change the grade to either an A-F, P/NC, P/F, S/NC or S/U grade on the postsecondary transcript when the work is later completed. There is a time limit for completing the work as agreed upon between the student and faculty member; if a student does not complete the work by the deadline, the "I" grade is automatically changed to an F on the student's transcript. For some Minnesota State policy may only allow faculty to give students an Incomplete in limited circumstances. Colleges and universities are encouraged to expand this option for faculty to use "I" grades in cases where a student or an entire class cannot finish the necessary coursework by the end of the semester as a result of COVID 19.

### **Academic Standing and Satisfactory Academic Progress**

Students should consult with the college or university to understand the implications of withdrawing from a college or university course and/or choosing an alternative grading method. As students graduate from high school and enroll in postsecondary education, these decisions may negatively impact the students in a variety of ways including, but not limited to, scholarships, program admission, transfer of coursework, athletic eligibility, financial aid, etc. While the federal government is offering some flexibility this semester as it relates to the calculation of Satisfactory Academic Progress (SAP) and financial aid eligibility, determining what the best option for the individual student should be done in consultation with college or university staff and their high school counselor as these choices can have long-term consequences for students. All colleges and universities of Minnesota State will be implementing the flexibility provided when calculating Satisfactory Academic Progress and Academic Standing (for students who not use federal financial aid). Courses that were assigned a W, I, or IP after March 12th will be excluded from the calculation of percent completion. NC graded courses will be included in the calculation, as always, thus lowering a student's completion rate which may negatively impact Satisfactory Academic Progress and Academic Standing. GPA will also be assessed as normal for calculating Satisfactory Academic Progress.

### **Extension of Deadline to Withdraw**

Minnesota State procedure sets the deadline for students to withdraw at the point when 80 percent of the term has been completed. Minnesota State has extended this to 90 percent of the term. Students in full-term courses can withdraw (and get a grade of W) at any point between now and 90 percent of the student's course. Students who are in shorter-term courses, should be encouraged to contact their academic advisor to determine the new withdraw deadline. Students should be advised to meet with their high school counselor and college or university advisor before withdrawing to minimize any negative impacts on their progress toward high school graduation.

### **PSEO Courses**

For high school students, requesting a Pass/No Credit grade in their PSEO coursework instead of a letter grade should be made in consultation with their high school counselor. High school counselors and college or university staff should be communicating with each other to determine how grading alternatives may impact their high school transcript and completion of high school graduation requirements. Postsecondary institutions will have varying deadlines for students to make these grading option decisions.

### **Concurrent Enrollment Courses**

Concurrent enrollment courses usually result in a student earning a grade for the high school transcript as well as the grade provided on the college transcript. A concurrent enrollment student may choose Pass/No Credit option offered by the college or university, while the high school may offer different options for grade reporting on the high school transcript. It would be allowable for a student to have one grading method on their high school transcript and another grading method on their college transcript for the same concurrent enrollment course

during this time. High school counselors should work closely with these students and the college or university to make sure the student understands the short and long term implications of each grading option as mentioned above. All changes made to the grading options during COVID 19 are designed to offer alternatives to ensure students are not negatively impacted as a result of the pandemic.

## **PSEO Frequently Asked Questions (FAQ)**

### **What about high school courses PSEO students are enrolled in?**

All PSEO students should follow any guidance from their high school or school district about the continuation of learning for any high school courses in which they are enrolled.

### **What if PSEO students are concerned about any of the college or university courses in which they are currently enrolled?**

PSEO students should seek academic advising from the respective college or university and their high school counselor prior to withdrawing from any college or university courses. Advising for PSEO students should consider that a student may be enrolled in college or university courses across multiple institutions and systems at one time through PSEO or concurrent enrollment. See Grading Considerations section above.

### **What is the guidance from the Minnesota Department of Education (MDE) about the Notice of Student Registration (NOSR) form for the 2020-2021 academic year?**

Please visit the [MDE website](#) for the most current information as things evolve.

## **Concurrent Enrollment Frequently Asked Questions (FAQ)**

### **How do concurrent enrollment courses ensure continuity of learning for the rest of the term?**

The instruction of concurrent enrollment courses should continue in the format required by the high school or school district based on their overall plan for continuity of instruction in consultation with the partnering college or university and faculty mentor.

When concurrent enrollment course moves from a face-to-face to an online delivery model, the college or university should be informed of the dates of the transition to alternative methods of instructions. Colleges and universities in collaboration with the high school or school district may provide access to college or university online course platforms or software if feasible. If high schools or school districts already use an online platform that supports the continuity of instruction, these alternate platforms may also be utilized if feasible.

### **Are there special consideration for Career Technical Education (CTE) courses offered through concurrent enrollment?**

Colleges and universities are encouraged to be in conversation with their partner high schools to best address students' local needs. This is especially important as we think about access and equity given the diversity in district resources and technologies.

College or universities that offer concurrent enrollment courses within CTE areas should be in consultation with their appropriate industry and job certification agencies to inform any and all planning related to alternate delivery models.

In situations where applied learning requirements are not able to be met online or through alternate modalities, colleges and universities should consult with their secondary partners to minimize the potential harm to students, including any potential impacts to students' progress toward meeting their high school graduation requirements.

**For high schools on trimesters, how should a concurrent enrolment course be handled if the course is starting during this last trimester and has not yet begun?**

In collaboration with the high school administrator, a decision could be made to cancel any courses that have not yet started, in the best interest of the students. This may require amendments to the contract between the high school/school district and the college or university.

**What if concurrent enrollment students are concerned about any of the college or university courses they are currently enrolled in?**

Concurrent enrollment instructors and high school counselors should seek guidance from their partnering college or university if they have concerns about high school students currently enrolled in concurrent enrollment courses and the transition to alternate methods of delivering instruction. Concurrent enrollment students should seek advising guidance from the college or university prior to withdrawing or discontinuing any concurrent enrollment courses. Advising for concurrent enrollment students should consider that a student may be enrolled in college or university courses across multiple institutions and systems at one time through PSEO or concurrent enrollment. See Grading Considerations section above.

**How will faculty mentoring be affected?**

Concurrent enrollment directors, faculty mentors, and concurrent enrollment instructors should be communicating and developing a plan to ensure continuity of instruction. All faculty mentoring and site visits should be conducted online as needed.

**What if the concurrent enrollment course is a mixed course that includes non-concurrent enrollment students?**

If the concurrent enrollment course includes non-concurrent enrollment students, the high school/school district will determine if there should be a different plan for continuity of learning for these students.

**Will concurrent enrollment instructors and students have access to D2L?**

If D2L is the preferred and most feasible Learning Management System for the concurrent enrollment course, concurrent enrollment instructors and concurrent enrollment students can have access to D2L. Please contact your campus D2L administrator to learn more about how to get access to D2L for high school instructors and students. *If students and instructors need support with remembering starid and password, please direct them to this link:*

<https://starid.minnstate.edu/>



### **Can non-concurrent enrollment students in a mixed course access D2L?**

If the high school/school district decides to continue the concurrent enrollment course that includes non-concurrent enrollment students, the college or university and the high school/school district should determine which Learning Management System will be best for the students during this time. If the use of D2L is considered, campuses should contact their local D2L administrator to find out if it is feasible for them to support both concurrent enrollment students and non-concurrent enrollment students in accessing D2L. In light of COVID 19, the system office will allow campuses to grant D2L access to non-concurrent enrollment students. As concurrent enrollment students are enrolled students in our system, they already have access to D2L but may not have been enrolled in a course using D2L until now.

### **How will this affect NACEP accreditation?**

All concurrent enrollment programs currently NACEP accredited as well as those currently under review or preparing to pursue NACEP accreditation should follow guidance provided by NACEP to document all decisions and continuity plans as outlined in the guidance provided on their [website](#). Additional resources from NACEP are listed below in the resource section.

### **Higher Learning Commission (HLC) and Dual Enrollment**

As of the date of this document, the HLC has not provided specific guidance for dual enrollment programming but has provided general guidance for their institutions related to the transition to alternate methods of instructional activity and adjustments in business operations more broadly. Please check their [website](#) for the most up to date information. Concurrent enrollment directors should consult with the college or university administration to determine how the overall changes may affect concurrent enrollment and PSEO students.

## **Other Related Topics and Resources**

### **FERPA and Coronavirus Disease 2019 (COVID 19)**

[Frequently Asked Questions \(FAQs\) 2020](#)

### **Online Instructional Support Resources**

To support those who are working to develop alternate delivery modes using academic technologies available for no additional cost (D2L Brightspace, Kaltura MediaSpace, Zoom, Office 365), we want to offer these system office resources to you and your campuses. Visit the [Events Calendar](#) to access these resources.

**Quick Start Guides** - This [Quick Start Guide](#) provides some how-to videos and step-by-step instructions to help instructors perform some common tasks as they explore alternate modes of delivery. We'll be updating references and links throughout the week.

For the community of staff and faculty across the system who are seeking resources to assist instructors with academic continuity and alternative deliveries, we will be using the [SO-Academic-Continuity-Team Team Site](#) to share resources, ideas, questions etc. with any staff

member or faculty peer mentor who wishes to join. These resources will include equity-minded best practices for transitioning courses to online formats.

### **NACEP Resources**

NACEP is providing some support and resources for virtual instruction, they are working to [curate a list of resources](#). Remember to share effective or innovative strategies for supporting students through a campus/school closure, tips for online instruction, and post of your peers, please leverage the NACEP listserv by sending a message to [PARTNERSHIP@listserv.syr.edu](mailto:PARTNERSHIP@listserv.syr.edu). They will work to post updates on our [website](#).

### **Student Mental Health Support**

United Healthcare is offering an EMOTIONAL SUPPORT HELP LINE FOR ALL MINNESOTA STATE STUDENTS through one of their subsidiary companies called Optum. Their toll-free help line number, 866-342-6892, will be open 24 hours a day, seven days a week, for as long as necessary and the service is free of charge and open to any student. Students would have access to specially trained mental health specialists to support them if they feel they are experiencing anxiety or stress related to the recent developments around COVID 19.

### **Federal Student Aid for Interruptions of Study Related to Coronavirus (COVID 19) and Satisfactory Academic Progress Guidance**

This [link](#) addresses concerns expressed by higher education leaders regarding how they should comply with Title IV, Higher Education Act (HEA) policies for students whose activities are impacted by Coronavirus (COVID 19), either directly because the student is ill or quarantined, or indirectly because the student was recalled from travel-abroad experiences, can no longer participate in internships or clinical rotations, or attends a campus that temporarily suspended operations. This information provides flexibilities for schools that are working to help students complete the term in which they are currently enrolled.

Please contact us with any questions or concerns.

Your Minnesota State P20 and College Readiness team,

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