



**Minnesota
North College**

College in the Schools

INSTRUCTOR GUIDE

Accredited by:



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

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Introduction

Greetings! Thank you for your involvement in Minnesota North College's efforts to provide college-level curriculum to high school students through the College in Schools (CIS) program. The CIS program provides a platform for high school Juniors and Seniors to access college classes in their high schools during a regular school day.

CIS also offers teachers an opportunity to help students navigate college curriculum, gain a greater understanding and appreciation of what constitutes college readiness, and to interact with college faculty in areas of study they enjoy. Minnesota North College's administration and faculty collaborate with and encourage teachers in the CIS program and provide ongoing support.

Participating High Schools

Schools that collaborate with Minnesota North to bring the CIS program to their students include the following: Big Fork, Cass Lake-Bena, Cherry, Chisholm, Deer River, Itasca Area Schools Collaborative (IASC), Ely, Greenway, Hibbing, Infinity Online, International Falls, Mesabi East, Mountain Iron-Buhl, Nashwauk-Keewatin, Northeast Range, North Woods, and Rock Ridge.

CIS Instructor Eligibility

The minimal qualifications for College in the Schools instructors: *

- A Master's degree in the field or discipline being taught; or,
- An unrelated Master's degree *and* 18 semester graduate credits in the discipline being taught; or,
- In-field credentials (for career and technical courses).

**If an interested teacher does not have all the necessary qualifications, he or she may still be considered a potential candidate if an acceptable professional development plan is created and filed for that teacher. See the section on Professional Development Plan on page #.*

Becoming a CIS Instructor

The process for becoming an instructor for CIS is similar to the process of obtaining a new job. Here are the steps that will lead you to that important position.

- The CIS instructor-candidate submits application materials including a completed application, letter of interest, resume, undergraduate and graduate transcripts, and letter of recommendation from their school's Principal.
- Minnesota North College Associate Vice President of Student Affairs and high school Principal meet to discuss the CIS course and consider potential instructors.
- The Associate Vice President of Student Affairs, Academic Dean, and Human Resources will review instructor transcripts to determine if applicant meets minimum qualifications to teach in the identified discipline.
- Recommendation that any new CIS instructor teaching during the 2024-25 academic year, shall:
 - Meet the minimum qualifications to teach within the identified discipline or be within 6-9 semester graduate credits of meeting a Master's degree in discipline or possess an unrelated Master's degree and be within 6-9 semester graduate credits of the 18-semester graduate credit required in discipline.
- The Associate Vice President of Student Affairs, Academic Dean, and faculty within the discipline will review instructor application materials to determine if applicant would be a good candidate to teach CIS courses for Minnesota North College.
- The instructor-candidate and the Associate Vice President of Student Affairs meet informally to discuss the instructor-candidate's fitness for the work and to address any questions or concerns either party may have.
- Based on the quality of the submitted materials and the informal meeting, a recommendation regarding the instructor-candidate's employment is made to the Vice President of Academic and Student Affairs.

CIS Instructor Responsibilities and Classroom Policies

All high school policies and expectations remain in place for students enrolled in College in the Schools courses. In addition, all MINNESOTA NORTH academic policies are also in place. Because CIS courses are for-credit college courses, the Higher Learning Commission (HLC) and National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation standards provide specific guidelines and policy requirements that instructors need to remember when teaching these courses. Please take time to review the following policies. If you have any questions, do not hesitate to contact your faculty collaborator or the Associate Vice President of Student Affairs.

Classroom Viability: Classes may be open to non-CIS students who are taking the class for high school credit. If a class is a blend of CIS and non-CIS students, the class must consist of a majority (51%) of the students in the CIS program.

Course Materials & Content: All MINNESOTA NORTH courses follow a common course outline that identified course-specific learning outcomes. Faculty review and update course outlines on a three-year rotation. The faculty collaborator you are working with will share the common course outline for the courses you are teaching. MINNESOTA NORTH recognizes academic freedom, as outlined in the MSCF contract. As a CIS instructor, you are granted the same academic freedom. However, you are required to meet the learning outcomes. We require faculty collaborators review your course materials (syllabus, textbook, assessments, etc.) annually. This is an effort to maintain course rigor per NACEP requirements.

Assessment & Grading: As noted above, every course has approved course learning outcomes. Every learning outcome must be assessed; the method of assessment is up to you. While you and your faculty collaborator may use different assessment methods and different grading criteria, we require faculty collaborators to review assessments and at least one graded assignment each semester. This is in an effort to ensure grading assessment and grading standards are comparable.

When the CIS course is completed, final grades should be emailed to your faculty collaborator within two days of the end of the semester. Your faculty collaborator will review and enter final grades into MINNESOTA NORTH's e-services. Grade changes can be made at a later date by the instructor if the student has received a grade of Incomplete or if an error occurred. A form to change grades is available in the MINNESOTA NORTH Student Services office.

Grade Appeals: Students have the right to appeal grades they feel are inaccurate. MINNESOTA NORTH policy asks that students first speak with their instructor to resolve the issue. If this does not resolve the issue, students may appeal their grade through the use of the student appeal procedure.

Incompletes: An "I" (incomplete) grade is a temporary grade assigned to students who cannot complete coursework on schedule because of illness or other circumstance beyond the student's control. The grade is treated as "unearned" attempted credit when evaluating

pace of progression (credit completion rate) but does not impact GPA. An “I” grade will automatically become an “F” grade at the end of the next semester (not including summer), if requirements of course completion have not been satisfactorily met.

Academic Integrity: MINNESOTA NORTH does not tolerate academic dishonesty, including plagiarism and cheating. As the instructor, you determine the consequences for academic dishonesty. According to MINNESOTA NORTH policy, possible consequences of academic dishonesty includes a zero on the assignment, an “F” in the course, or possible expulsion from MINNESOTA NORTH.

Professional Development & Training: With continuous improvement in mind, and per NACEP standards, all high school instructors and MINNESOTA NORTH faculty collaborators are required to participate in the annual CIS workshop and in annual discipline specific professional development. Instructors who repeatedly do not attend required trainings, professional development opportunities, or fail to comply with other expectations as determined by the College in the Schools program, may not be permitted to continue participation in the program.

Syllabus: Each semester you are required to submit a copy of your syllabus to your faculty collaborator and to the D2L CIS website. The following information should be included in the syllabus for every course:

College Information – The college name, address and logo (the logo is available for download via the MINNESOTA NORTH College in the Schools webpage)

High School Name – The high school name, address and logo.

Instructor Information – Your name and contact information

Course Information – The semester, year, course prefix and number, the full title of the course, any prerequisite for the course, and times/hours per week the course will meet.

Course Description – Summary of the material covered in the course and the lecture/lab breakdown (a course description can be found on the common course outline).

Textbooks and Materials – List of textbook(s) and other materials or supplies students need for the course and how students can access any special resources.

Course Learning Outcomes – The course learning outcomes/objectives must match the learning outcomes on the common course outline.

Student Requirements – Describe course expectations including assignments, outside work or activities, class participation, safety expectations, attendance (what students should do if they are absent, how absences affect grades), and any other relevant information that will affect a student’s classroom success.

Course Assignments and Grading Policy – How student achievement is assessed in the class.

Academic Integrity – Academic honesty and integrity are highly valued in the MINNESOTA NORTH community. Students who enroll and remain at Minnesota North should, therefore, realize that to submit work which is not academically honest violates the purpose of the college. Academic dishonesty is unethical

behavior which adversely affects not only the college's academic environment but also the larger community. See Minnesota North College student handbook for additional information.

Course Evaluation/Grading – How student achievement is assessed in the class. Also include how grades are assessed whether by straight percentage or curve.

Statement of ADA Accommodations and Minnesota State system compliance—

As an affirmative action, equal opportunity employer and educator, Minnesota North is committed to a policy of nondiscrimination in employment and education opportunity and works to provide reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate documentation of need. Students must contact Ann Vidovic, Director of Disability Services at 218-322-2433 or ann.vidovic@itascacc.edu to meet and discuss reasonable and appropriate accommodations. The accommodations authorized in a documented plan should be discussed with the high school instructor. All discussions will remain confidential. This syllabus is available in alternate formats upon request.

Mandatory Reporting (Optional statement) – A CIS instructor may include the following statement on mandatory reporting if desired: “Minnesota law requires all educators to immediately report instances of actual or suspected sexual abuse, physical abuse, or neglect of individuals under the age of 18 to the local police, county sheriff or social services agency.”

TIMELINE

Prior to the beginning of the semester, instructors should:

- Attend annual Fall CIS Workshop (dates and times will be announced)
- Meet with faculty collaborators to complete the annual review of course materials.
- Review the CIS Instructor Handbook

Throughout the semester, instructors should:

- Review the online student handbook with students early in the course to ensure they understand the academic policies related to the CIS course
- Within the first week of the semester, review class lists to verify students are registered for the college course
- Ensure that end-of term student surveys have been administered and completed
- Communicate with the faculty collaborator on a regular basis through phone, email, telecommunication, and in-person meetings
- Participate in annual discipline-specific professional development (NOTE: this is completed once a year, rather than once a semester)

At the end of the semester, instructors should:

- Submit grades to the faculty collaborator within two days of the course end date.
- Discuss the class experience with the faculty collaborator: what went well and what could be improved, if there are any equipment needs that need to be addressed. Discuss any opportunities for professional development

Non-Compliance

For Professional Development

All CIS instructors and faculty collaborators are expected to attend CIS professional development activities to stay informed of college expectations as they relate to current course content and rigor. All CIS Faculty Collaborators and CIS instructors will have their participation in the Professional Development activities recorded by the Associate Vice President of Student Affairs.

For Course Content

All CIS instructors are expected to adhere to the MINNESOTA NORTH common course outline to maintain an appropriate level of academic vigor and assessment components. Non-compliance occurs when the CIS instructor fails to meet the outlined course content expectations.

If the Faculty collaborator has significant concerns regarding a CIS Instructor's adherence to the course content, academic rigor, and/or assessment components, these issues will be addressed individually with the goal of assisting the CIS instructor to correct the concerns.

Steps to ensure compliance to CIS policies

- The faculty collaborator's concerns will be documented in writing in the CIS Faculty Worksheet report and sent to the Associate Vice President of Student Affairs. The written document will be kept in the CIS Program's Master Files.
- The Associate Vice President of Student Affairs will contact the high school administrator and meet with the CIS instructor, faculty collaborator, and/or high school administrator as appropriate to discuss instructional concerns.
- If the issue is not corrected, MINNESOTA NORTH will send a formal letter to the CIS high school instructor and high school administrator.
- In the rare case that the CIS high school instructor is still non-compliant, the Associate Vice President of Student Affairs and the faculty collaborator will cancel the course for the subsequent academic year and the CIS instructor will lose his/her status as a CIS instructor in that discipline. The high school administration will be informed of the College's decision, and the Associate Vice President of Student Affairs will work with the high school to identify another instructor, if appropriate.

NACEP Standards

NACEP (National Alliance of Concurrent Enrollment Partnerships) is the sole accrediting body for concurrent enrollment partnerships. NACEP is focused on ensuring that college courses offered by high school teachers are as rigorous as courses offered on the college campus. NACEP accreditation is a commitment to a quality CIS program and continuous improvement. The following covers the NACEP standards that are specific to your role as a CIS instructor.

Assessment Standard A1: The college ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

Curriculum Standard C2: The college ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college discipline.

What this means for you: As noted above, high school instructors work with their faculty collaborators to ensure that the content in their course is at college-level rigor. Faculty collaborators are required to review and approve course content and assessments annually. They will also review the course syllabus, grading criteria, and sample graded assignments. Faculty collaborators are reviewing these materials to ensure that course content and assessments align with the College's approved learning outcomes. Faculty collaborators may ask you to revise or enhance the content you've created. In this case, faculty are asked to provide content and assessment examples as you collaborate through the revision process.

Curriculum Standard C3: Faculty Collaborators 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.

What this means for you: Site visits occur once each semester (twice if the partnership is new) and provide an opportunity to observe a class session; discuss how the semester is progressing; review activities, assignments, and projects; view graded material such as exams and papers; and discuss goals for the course. Please note: this is not an evaluation. Faculty collaborators are there to work with you to ensure that the course is meeting MINNESOTA NORTH, HLC, and NACEP standards as well as to provide you with constructive feedback. If at any time you feel that the feedback provided is inappropriate or not an accurate, please contact the Associate Vice President of Student Affairs of Student and Administrative Services.

Evaluation 1 (E1): *The college conducts end-of-term student's course evaluations for each concurrent enrollment course to provide instructors with student feedback.*

What this means for you: The end-of-course evaluations are a chance to hear about the students' experience in your course. At the end of each course, your students will receive a link to an online survey. After the survey is complete, the Office of Institutional Research compiles the data and will provide you with a copy of the report. Copies are also shared with the Associate Vice President of Student Affairs of Student and Administrative Services. If there are any concerning issues, the Associate Vice President of Student Affairs will reach out to the faculty collaborator and/or high school administration or further discussion.

Faculty Standard F3: *Concurrent enrollment instructors participate in college provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.*

What this means for you: Annual professional development provides an opportunity for continued collaboration. Faculty are responsible for facilitating the discipline-specific professional development through side-by-side participation and/or through discussion and follow-up. Professional development should be discipline-specific and focus on content, pedagogy, assessment and advancements in the field. Some examples of professional development might include attending a workshop/conference, collaborative course content development, book/article discussion groups, or discussion of current research. We encourage you and your faculty collaborator to discuss professional development opportunities and interests in order to select something that will be valuable. Faculty collaborators are required to fill out and submit professional development reports by April 1st.

Student Standard 4 (S4): *The college provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.*

What this means for you: Students enrolled in College in the Schools courses have access to a variety of MINNESOTA NORTH services meant to support them in their academic careers. Your students have access to:

- MINNESOTA NORTH Student ID: Each student can obtain a MINNESOTA NORTH photo ID card. These cards provide access to library materials and computer/photocopy printing on campus.
- MINNESOTA NORTH College Libraries: MINNESOTA NORTH's libraries provide students with access to books, periodicals, government documents, and audiovisual material. Through the library, students can access over 60 electronic databases housing magazines, journals, newspapers, encyclopedia articles and eBooks. The library also purchases five databases to support specific programs and general

education. Students may also request an interlibrary loan, providing access to physical and electronic resources at libraries at the University of Minnesota Twin Cities campus and other libraries in Minnesota, North Dakota, and South Dakota.

- STAR ID: Every MINNESOTA NORTH students is given a unique StarID. Students use this to access e-services where they can view their final course grade, order official transcripts, and to use the on-campus computer labs.

Professional Development Plan

A professional development plan allows high school teachers who do not meet minimum qualifications to teach in the CIS classroom while completing their educational requirements. The plan provides information on precisely which classes the instructor must complete, the school he or she will attend, and the dates by which classes and paperwork for the degree will be completed. CIS instructors must meet the minimum qualifications by **September 1, 2025**. After July 1, 2025, professional development plans will no longer be accepted and any instructor wishing to teach in the CIS program will need to meet minimum qualifications at the time of application.

Here are important deadlines to note regarding professional development plans.

- New teachers who intend to file a Professional Development Plan must do so by the **July 1 deadline** of the year they submitted their CIS teacher application.
- All newly submitted Professional Development Plans will be evaluated by MINNESOTA NORTH's Administration and accepted or declined prior to August 1 in the year submitted.
- To assure achievement of the goal of having fully-qualified teachers by 2025, the CIS requirements for new teachers will become more rigorous each year.
- MINNESOTA NORTH will stop accepting Professional Development Plans by **August 1, 2024** for teachers who are not within 6-9 credits of obtaining a Master's degree within the field they teach.
- On **July 1, 2025** Professional Development Plans will no longer be accepted. All teachers must have a Master's Degree and at least 18 graduate credits in the areas they wish to teach.
- Partner High Schools have the right to amend or change Professional Development Plans as circumstances warrant. Such changes must be submitted to Minnesota North College prior to **July 1** and will be reevaluated for approval by August 1.
- Partner High Schools will be responsible for providing to Minnesota North College the transcripts and/or proof of registration for graduate coursework that is completed or in progress by CIS teachers.
- MINNESOTA NORTH Administration will review all Professional Development Plans and transcripts to determine if adequate progress is being made. Reviews will take place prior to **August 1** each year after the filing of the original plan.
- If Minnesota North College's Administration deems that a CIS teacher has not made adequate good faith progress toward completing their Professional Development

Plan, the teacher will not be offered another CIS course until they fully meet established minimum qualifications in their field of instruction.

- Partner High Schools have the right to appeal this decision. Such an appeal must be made in writing and be accompanied by evidence of extenuating circumstances which caused the delay in progress.
- All teachers must complete the goals of their Professional Development Plans by **September 1, 2025**. CIS teachers who have not completed their plans prior to this date will not be able to continue to teach courses for college credit.

Quick Reference Guide for Resources

Minnesota North College

1515 East 25th Street
Hibbing, MN 55746
218-293-6850 Local
888-223-8068 Toll Free
info@minnesotanorth.edu

Associate Vice President of Student Affairs

Richard Kangas
218-322-2319
richard.kangas@minnesotanorth.edu

Registrar

Allison Geisler
218-322-2321
allison.geisler@minnesotanorth.edu

Glossary

College in the Schools (CIS): the program that brings select college courses into high schools to give select students an early start on their college career. Courses are taught in the high school by specially-trained high school faculty and in conjunction with the student's regular high school classes. CIS is also commonly referred to as concurrent enrollment, dual enrollment, or dual credit.

College in the Schools Instructor: CIS instructors are high school teachers eager to see new opportunities become available for the students they serve. Aided by their faculty collaborator, they seek approval from the Minnesota North College Chief Academic Officer (CAO) to receive certification to teach in the CIS program. Once approval is granted, the CIS Faculty Collaborator teaches classes at their high school during regular school hours.

Instructors have the benefit of working with college material without the stress of commuting to a college campus, and as the class they teach is unique within the high school, that uniqueness can often lead to closer connections with the students they teach.

Faculty Collaborator: The college faculty member who partners with a CIS instructor during initial training. This faculty member aides in the CIS Faculty Collaborator's annual professional development and visits CIS classrooms to help evaluate and encourage the instructor. Collaborators are the crucial link between CIS and the resources MINNESOTA NORTH has to offer. As academic professionals, faculty collaborators provide information about new developments within a subject area, discusses recent pedagogic innovations, textbook adoption, and educational outcomes with the CIS Faculty Collaborator, and guides the assessment of learning and grading standards, proficiency expectations, and syllabus development.

REGULATION OF COLLEGE IN THE SCHOOLS

College in the Schools at Minnesota North College is governed by specific guiding principles, from legislative mandates and Minnesota State Colleges and Universities protocols, to national accreditation standards and Minnesota North College values. First and foremost, the program is governed by legislative mandate outlined in Minnesota Statue 124D.091. Further regulation of College in the Schools is defined by Minnesota State Colleges and Universities. Board Policy 3.5.1 governs College in the Schools.