



# Faculty Handbook

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## 2022-2023



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**NACEP**  
**ACCREDITED PROGRAM**

## Mission

Concurrent Enrollment (also known as College in the Schools or CITS) creates a seamless educational path for area high school students. LSC builds bridges with area high schools by working cooperatively and in partnership with high school personnel and students to enroll students, validate course competencies, and transcribe grades.

## Website

To access forms and helpful links, visit the [College in the Schools website](https://lsc.edu/cits) (lsc.edu/cits).

## Collaboration Requirements

### Lake Superior College Staff:

- Adhere to all Minnesota State, Higher Learning Commission (HLC), and National Alliance of Concurrent Enrollment Partnerships (NACEP) policies and standards.
- Complete credential review process of high school instructors according to guidelines from Minnesota State Colleges and Universities Policy 3.32 found on the MinnState website:  
<https://www.minnstate.edu/system/asa/academicaffairs/cfc/>
- Communicate student eligibility requirements to the school district.
- Process CITS registrations and send class lists to high school for verification as soon as the registrations are complete.
- Adjust records for student in accordance with add/drop and withdrawal policies.
- Maintain registration, waiver, and grade records for all completed CITS classes.
- Work with each high school to ensure that CITS class lists are correct and that all grades are submitted and transcribed.
- Provide to CITS students and partners access to online information to include information on LSC's student conduct code, academic and student support services, registration policies, transcript requests, and more.

### Lake Superior College Faculty Mentors:

- Collaborate with the high school CITS instructor to clarify approved college course outline and outcomes, to create a syllabus for each course, and to verify the syllabus meets college criteria.
- Provide professional development session within content area in small group or one-on-one settings.
- Meet regularly (face-to-face, email, telephone) with high school CITS instructor and monitor assignments, exams, projects, and instructional effectiveness to ensure course meets the learning outcomes in the LSC course outline.
- Make at least one visit per course and guest lecture if requested by the high school instructor.
- Provide current college text information, course outlines, sample syllabi, sample exams, assignments, and exercises for the high school CITS teacher's use.
- Provide instructors who have taught the course previously with copies of new course outlines, new calendars, schedules, or other information as courses change.
- Create records of professional development offerings, site visits, and course evaluations per NACEP

accreditation requirements.

- Support CITS instructors, giving additional time and attention to instructors new to the program.
- Maintain, update, and contribute to the D2L Online Professional Development shell.

### High School Instructors, Administrators, and Staff:

- Ensure students meet minimum CITS eligibility requirements as stated in Lake Superior College policy 3.5: <https://www.lsc.edu/policies/3-5-post-secondary-enrollment-option/>
- Provide qualified faculty to teach concurrent courses at the high school.
- Provide all needed books, supplies and materials for each course.
- Abide by the policies and procedures (e.g. add/drop, withdraw, course alignment) detailed in the CITS handbooks available at [www.lsc.edu/cits](http://www.lsc.edu/cits).
- Notify parents/students of CITS course offerings and student eligibility.
- To the extent possible, provide counseling services to students and their parents/guardian before students enroll in CITS courses to ensure awareness of risks and possible consequences of enrollment.
- Collaborate with LSC staff to administer Accuplacer test to potential CITS students and/or provide relevant test scores or GPA to assure compliance with PSEO eligibility requirements.
- Ensure completion of LSC registration forms and verify class rosters.
- Assign final, whole letter grades to each student on the class rosters.
- Meet regularly (face-to-face, email, telephone or via other technology) with LSC faculty mentor.
- Collaborate with LSC faculty to align course syllabi, assignments, grading, and assessments and ensure each course meets the LSC learning outcomes.
- Provide LSC CITS staff with a copy of each course's syllabus for transfer purposes.
- Assist LSC staff in administering course evaluations for each CITS course in keeping with NACEP accreditation requirements.
- Participate in professional development opportunities offered by LSC in keeping with NACEP accreditation requirements.

### High School Students:

- Register within the registration timeline set by LSC.
- Follow add/drop and withdraw policies.
- Adhere to all rules and regulations in the CITS handbook and the LSC student conduct policy.
- Meet all course requirements.
- Observe deadlines, examination times, and other policies and procedures as stated on the class syllabus.
- Attend course meetings as attendance is an important factor for student success in LSC classes.
- Meet Satisfactory Academic Progress each term by maintaining a 2.0 GPA and 67% cumulative completion rate.

## Definitions

**Add**-Register for a course

**CITS**-College in the Schools, Lake Superior College's CEP

**CEP**-Concurrent Enrollment Program

**Drop**-Remove a course from a student's academic record

**NACEP**-National Alliance of Concurrent Enrollment Partnerships

**SAP**-Satisfactory Academic Progress (2.0 GPA and 67% cumulative completion rate)

**Withdraw**-Remove a class and receive a grade of "W" on the transcript

## Accreditation

Lake Superior College's CITS program is accredited by The National Alliance of Concurrent Enrollment Partnerships (NACEP), the sole accrediting body for concurrent enrollment partnerships. NACEP accreditation helps programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. For more information on NACEP and to view NACEP's standards, visit [their website](http://nacep.org/about-nacep/) (nacep.org/about-nacep/).

Minnesota legislation requires that all Concurrent Enrollment Programs achieve NACEP accreditation by 2021.



## Registration

### Program Policy

Lake Superior College and partnering high schools work jointly to enroll students in the appropriate CITS courses and to ensure students meet CITS and LSC course requirements. High schools verify that all students who register for a CITS course meet class ranking or GPA requirements, and both the high school and LSC CITS program verify that students meet course pre-requisites.

Students must follow the calendar for adding, dropping, and withdrawing from courses set by the Lake Superior College CITS program. Students who do not add a course during the registration window cannot be added at a later date and will not receive LSC credit. Students who do not contact their high school counselor about dropping or withdrawing from a course by the stated deadlines cannot be dropped or withdrawn at a later date, risk receiving an F grade, and risk violating SAP policies.

### *Applicable NACEP Standards*

*Student Standard 1:* Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.

*Student Standard 2:* The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.

## Pre-requisites and Student Qualifications

- Seniors must rank in the top half of their high school class or have a cumulative GPA of 2.5.
- Juniors must rank in the top third of their high school class or have a cumulative GPA of 3.0.
- Sophomores who took the 8<sup>th</sup> grade MCA reading test and met the composite proficiency level of “meets or exceeds” may enroll in specific career and technical education (CTE) courses.
- Students must also meet all course pre-requisites. For current CITS courses and prerequisites, see our [CITS courses webpage](https://lsc.edu/cits/cits-courses) (lsc.edu/cits/cits-courses).

## Grades

### Program Policy

CITS teachers, in collaboration and consultation with LSC faculty mentors, assign a single whole letter grade for each student. CITS and LSC students do not receive pluses or minuses for final grades. To ensure parity of CITS course grading with regular LSC courses, CITS teachers and LSC mentors will participate in grade norming or assessment comparison activities. Students may possibly receive different grades for their high school and college courses as LSC course guidelines may be more stringent than the high school guidelines.

#### *Applicable NACEP Standards*

*Assessment Standard 1:* The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

#### *Procedure*

1. Throughout the course, CITS teachers and LSC mentors communicate regarding grade norming and appropriate assessment, which the LSC mentor documents in the site visit, communication log, and/or course review form.
2. Within 1 week of the last day of class, CITS teachers will post final whole grades in the Integrated Statewide Records System.
3. The LSC Records and Registration Office will record the grades on an official LSC transcript.

## Credit Transfer

Students must request unofficial and official transcripts online, via U.S. mail, or in-person at LSC to transfer credits to another college or university.

## High School Faculty Qualifications

### Program Policy

High school instructors who teach college courses in the high school must meet the minimum qualifications set by the Minnesota State College Faculty Association and the Minnesota State Colleges and Universities. See policy on the [MinnState credential webpage](https://minnstate.edu/system/asa/academicaffairs/cfc/index.html) (minnstate.edu/system/asa/academicaffairs/cfc/index.html). Pursuant to Minnesota State policy, Lake Superior College may grant emergency credentialing approval for up to two semesters in extreme circumstances. High schools in emergency situations or with long-term substitute teachers covering a CITS

course should contact the CITS Coordinator about emergency approval.

The Higher Learning Commission approved the MinnState system request to allow concurrent enrollment teachers who do not meet credential requirements to submit plans for achieving credentialing prior to the 2022-2023 academic year. Therefore, teachers who do not meet minimum qualifications may be eligible to teach while completing an approved Educational Plan. Contact the CITS Coordinator for more information.

#### *Applicable NACEP Standards*

*Faculty Standard 1:* All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.

## New Teachers

### Program Policy

Faculty mentors assigned to new CITS teachers should promptly contact their new mentees and arrange to complete all initial requirements *before* the mentee starts teaching the course.

#### *Applicable NACEP Standards*

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

## Professional Development

### Program Policy

The LSC CITS program continually seeks to offer pertinent, useful professional development opportunities for our partnering teachers, and per NACEP standards, all high school CITS teachers must participate in annual professional development opportunities offered by LSC or make alternative arrangements. Examples of LSC's offerings include the Fall Meeting, the D2L Online Professional Development, and one-on-one training or professional development by an LSC mentor. One-on-one meetings cannot take the place of other professional development unless documented. Alternative professional development may be allowable if the LSC faculty mentor approves, the teacher can provide evidence of attendance, and the CITS Coordinator is provided with an explanation of the activity.

Teachers who do not participate annually in professional development risk warning of non-compliance, and teachers unable to participate for two consecutive years must submit a plan for meeting the expectation the following year. Teachers unable to attend professional development offerings should let the CITS program know how staff can help teachers meet the expectation.

LSC Faculty Mentors must actively participate in and contribute to online and face-to-face professional development.

#### *Applicable NACEP Standards*

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

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

# Syllabus and Course Review

## Program Policy

When a high school requests to offer a CITS course not previously offered at their school, when a high school teacher alters their existing course syllabus, when an LSC mentor notifies a high school teacher that the LSC course outline has changed, or when a new mentor or new teacher is assigned to a course, the LSC faculty mentor must review the CITS course syllabus for correct course descriptions, learning objectives, numbers, titles, and credits. The mentor must certify that the course teaches all LSC course learning objectives and meets NACEP standards listed below.

### *Applicable NACEP Standards:*

*Curriculum Standard 1:* Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.

*Curriculum Standard 2:* The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.

*Assessment Standard 1:* The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

### *Procedure*

1. For new courses: When a high school indicates they wish to contract on a new course, the CITS Coordinator contacts the appropriate LSC academic dean to match with an LSC faculty member. The CITS Coordinator contacts the faculty member to share high school teacher contact information.
2. For other needs under the policy, the faculty mentor initiates a syllabus and course review.
3. Using the "Course Review" form, the faculty member conducts a thorough, detailed review of the proposed course. The reviewer should consider whether the course would align with the same on-campus course offering, analyzing the pedagogical, theoretical, and philosophical orientation; the assessment methods; grading standards; and course rigor.
4. Mentor returns the "Course Review" form, copy of syllabus, and assessment examples to the CITS Coordinator.
5. If after collaboration between the high school teacher and LSC mentor, a course review status is "provisional approval" or "denial," mentors must contact the CITS Coordinator to discuss the review and any plans by the high school teacher to align the course. The CITS Coordinator will follow up with a notification of non-compliance to the teacher, any appropriate high school staff or administration, and the appropriate LSC dean.

# Site Visits and Travel

## Program Policy

In addition to regular communication, LSC Faculty Mentors must make at least one classroom visit each term a CITS course is offered; mentors may make additional visits if desired or requested. Visits must occur at least partially during instructional time early enough in the course to allow for course changes.

### *Applicable NACEP Standards:*

*Curriculum Standard 3:* Faculty liaisons conduct site visits to observe course content and delivery, student

discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

### *Procedure*

1. Mentors contact their mentees to set up a mutually agreeable time to visit and keep a copy of the email to submit with the expense report form after travel.
2. Prior to travel, mentors submit an [online "CITS Leave" form](https://app.lsc.edu/cits-leave/) (<https://app.lsc.edu/cits-leave/>). A copy of the submission sends to the mentor, the CITS Coordinator, and the appropriate academic dean's assistant. Mentors must submit this form *before* travel for liability purposes; the form should not be submitted after travel along with the site visit documents. Mentors who need a rental car or hotel should contact the CITS Coordinator at least one week prior to the visit.
3. During visits, mentors follow instructions on the "Site Visit" form.
4. After the visit, mentors complete the "Travel Reimbursement" form with *all* pertinent information present. Refer to the Business Office for current reimbursement rates.
5. Important notes:
  - a. Mentors needing to cancel class or request a substitute must contact their dean before the visit.
  - b. Mentors should ensure their signatures are present on expense and travel forms.
  - c. Expense reports submitted after 60 days are subject to tax, require Presidential approval, and may not be approved.
  - d. Trip maps and mileage should begin at home or at LSC, depending on which is closer to the destination.
6. Submit "Travel Reimbursement" form *and* email verifying travel plans *and* map printout showing mileage to the CITS Coordinator. The Business Office does not accept odometer readings.
7. Mentors submit completed Site Visit form and additional documents to the [CITS shell in D2L](https://lsc.learn.minnstate.edu/d2l/home/5083095) (<https://lsc.learn.minnstate.edu/d2l/home/5083095>).

## Course Evaluations

### Program Policy

Each term, Lake Superior College will administer course evaluations via email to CITS students in each CITS course. Course evaluations contain the same questions as on-campus course evaluations. LSC will share course evaluation results only with the CITS teacher although LSC deans reserve the right to review results as they do with LSC faculty. Results will not be used to determine compliance or continuance with the CITS program and are meant to be used by the CITS teacher to improve the CITS course.

### *Applicable NACEP Standards*

*Evaluation Standard 1:* The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.

### *Procedure*

1. Two weeks prior to the end of each CITS course, Lake Superior College will email CITS students with a link to the online course evaluation form using the email listed on the CITS registration.
2. At that time, CITS teachers should explain to students what the evaluation is for, ask that they complete it, and assure them that the results are anonymous and will not be shared with the CITS teacher until after final grades are recorded.
3. The link remains active for two weeks before the evaluation window closes. After LSC records all final CITS grades evaluation results are released to the CITS teacher.

# Non-Compliance

## Program Policy

The LSC CITS program reserves the right to warn CITS teachers when they are not in compliance with program policies and standards. If a CITS teacher does not make arrangements to come into compliance, the CITS Coordinator will give a warning. If a teacher still does not make arrangements to come into compliance, he or she will no longer be eligible to participate in the CITS program.

### *Applicable NACEP Standards*

*Faculty Standard 4:* The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

### *Procedure*

1. When a CITS teacher does not meet program policy requirements, the CITS Coordinator will email a warning notifying the teacher of his or her non-compliance.
2. CITS teachers must notify the CITS Coordinator of their plans to become compliant.
3. If a CITS teacher does not follow through with plans to become compliant, the CITS Coordinator will send official notification of non-compliance.
4. If the CITS teacher still does not become compliant, the CITS Coordinator or other LSC representative will notify the CITS teacher that he or she is no longer eligible to participate in the CITS program.

## Contacts

**Stephanie Wainionpaa**

Director, College in the Schools

[Stephanie.wainionpaa@lsc.edu](mailto:Stephanie.wainionpaa@lsc.edu)

(218) 733-5916