



A member of Minnesota State

2018-2019 College in the Schools Faculty Mentor Handbook

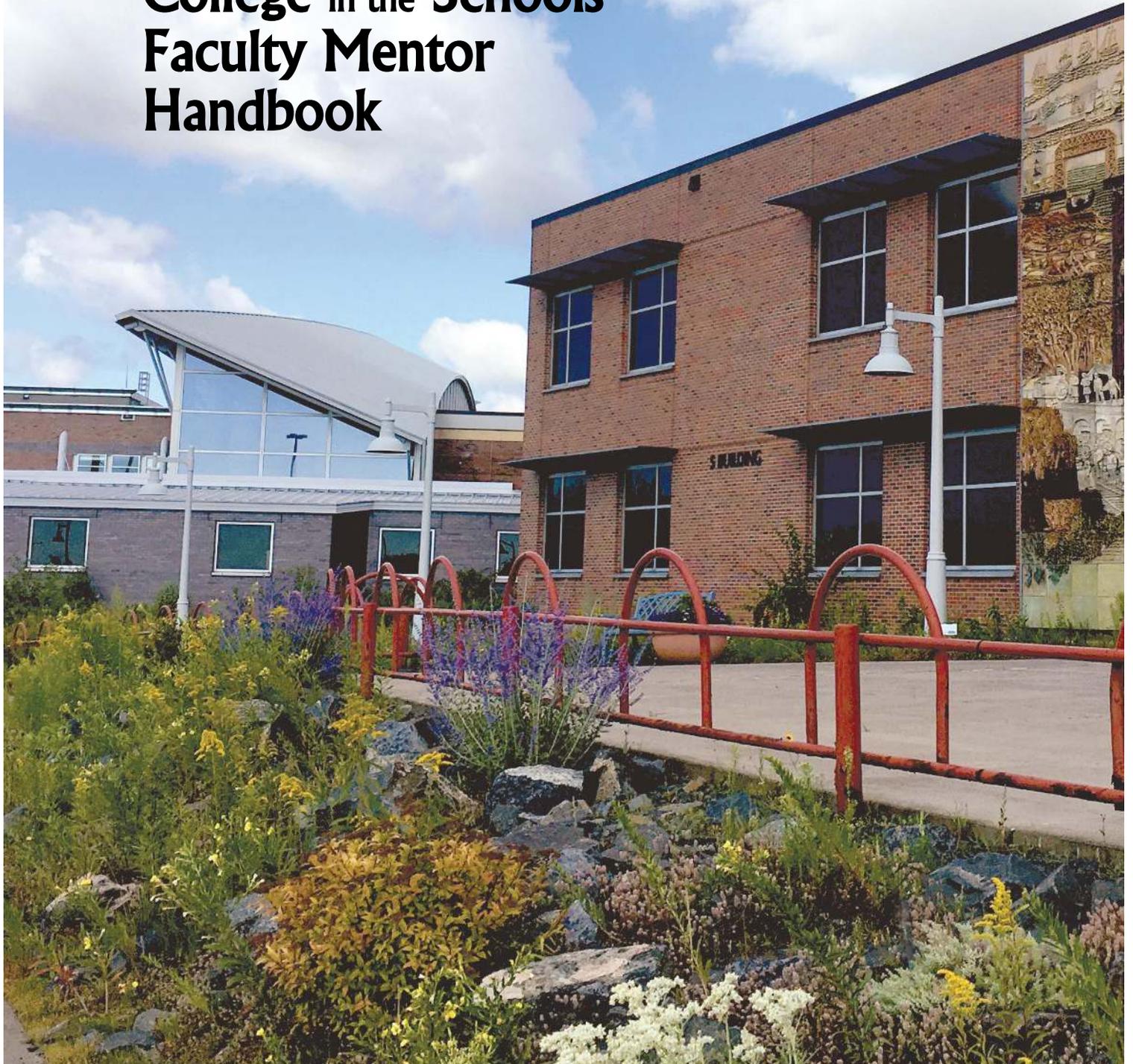


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Mission

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 Faculty Mentor website](http://www.lsc.edu/become-a-student/college-in-the-schools/high-school-faculty-mentor/) (<http://www.lsc.edu/become-a-student/college-in-the-schools/high-school-faculty-mentor/>).

Collaboration Requirements

Lake Superior College Staff:

- Complete registration for each CITS class.
- Maintain registration, waiver, and grade records for all completed CITS classes.
- Adjust records for students in accordance with add/drop and withdrawal policies.
- Provide high schools with course outlines for each CITS class.
- Inform CITS students about academic and student support services available to all college students.
- Provide necessary registration, withdrawal, and add/drop policy tools and information.
- Provide transcript request information to all students.
- Send class lists to each high school as soon as the registrations are complete.
- Work with each high school to ensure that CITS class lists are correct and all grades are submitted and transcribed.

Lake Superior College Faculty Mentors:

- Arrange to guest lecture if requested by the CITS instructor.
- Collaborate with the high school CITS instructor to clarify approved college course outline and outcomes, to create a syllabus with the CITS instructor, and to verify the syllabus meets college criteria.
- Extend invitations to CITS instructors to participate in appropriate campus-based faculty development activities.
- Meet regularly (face-to-face, email, telephone) with 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 to the high school per course.
- Upon request, provide current college text information, course outlines, sample syllabi, sample exams, assignments, and exercises for the CITS instructor's use.
- Provide CITS 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 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:

- Notify parents/students of CITS course offerings and student eligibility.
- To the extent possible, provide counseling services to students and their parents or guardians before students enroll in CITS courses to ensure students and their parents/guardians are fully aware of the risks and possible consequences of enrolling in CITS courses.

- Agree to terms of the LSC policy for add/drop processes and withdrawals and contact the LSC CITS staff for withdrawals in accordance with LSC policy.
- Collaborate with LSC staff to administer Accuplacer test to potential CITS students and/or provide ACT scores 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 provided by LSC's CITS staff and share grades with LSC CITS staff for recording.
- Meet regularly (face-to-face, email, telephone) with LSC faculty mentor.
- Provide LSC with a course syllabus and sample assignments, exams, projects for each CITS course to ensure the course meets the learning outcomes in the LSC course outline.
- Ensure teachers of CITS courses comply with the Minnesota State credentialing policy.
- 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.
- Submit new course proposals, sign and return CITS contract, and submit amendments by deadline.

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 one of the most important factors 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

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

Accreditation

The National Alliance of Concurrent Enrollment Partnerships (NACEP) is the sole accrediting body for concurrent enrollment partnerships and 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, visit [their website](http://www.nacep.org/about-nacep/) (<http://www.nacep.org/about-nacep/>).

Minnesota legislation requires that all Concurrent Enrollment Programs achieve NACEP accreditation by 2020, and Lake Superior College's accreditation application is currently under review by NACEP.

The standards under which LSC's CITS program applied for accreditation, as well as new standards and

evidence effective summer 2018, are available on the [NACEP standards webpage](http://www.nacep.org/accreditation/standards/) (<http://www.nacep.org/accreditation/standards/>).

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 8th 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://www.lsc.edu/become-a-student/college-in-the-schools/cits-courses/) (<https://www.lsc.edu/become-a-student/college-in-the-schools/cits-courses/>).

Grades

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.

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](http://www.minnstate.edu/system/asa/academicaffairs/cfc/index.html) (<http://www.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. Examples include the Fall Dinner and Meeting, D2L Online Professional Development, and to a lesser extent, one-on-one training and professional development by an LSC mentor. One-on-one meetings cannot take the place of other professional development unless thoroughly documented. Teachers who do not participate annually in professional development risk notification of non-compliance, and teachers unable to attend professional development opportunities should let the CITS program staff 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: Upon receipt of a course syllabus from a high school teacher or contact, 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 syllabus and 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 although 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 changes to the course.

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 found online at <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. Current reimbursement is as follows:
 - a. Breakfast: \$9 (must begin travel before 6 AM)
 - b. Lunch: \$11 (must be >35 miles from campus over lunch hour)
 - c. Dinner: \$16 (must be >35 miles from campus over dinner hour)
 - d. Mileage: 54.5 cents/mile
5. Important notes:
 - a. Mentors who need 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 return completed Site Visit form and paired assessment examples to the CITS coordinator.

Course Evaluations

Program Policy

Every term, Lake Superior College will administer course evaluations via email to CITS students in each CITS course. Course evaluations contain the same questions as the evaluations for on-campus courses. LSC will share course evaluation results only with the CITS teacher although LSC deans reserve the right to review results as they do with regular 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, the CITS Coordinator will share the course evaluation results with 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

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