



**Minnesota  
North College**

*College in the Schools*

# **FACULTY COLLABORATOR GUIDE**

**Member of:**



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 these 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.

## Faculty Collaborator Responsibilities

As a CIS Faculty Collaborator, you are being asked to collaborate with a high school instructor to provide an accessible, high-quality educational experience for our students. Collaboration includes guiding an instructor through teaching a course that you have already taught on campus, being a sounding board for ideas and concerns, and providing encouragement and constructive feedback. As a faculty collaborator, your responsibilities include:

- 1) **Annual Review of Course Materials:** prior to the start of the semester (typically at the annual Fall CIS Workshop), you will need to meet with your high school partner to discuss course outcomes, assignments, grading, textbook criteria and selection, as well as other course-specific details. This should include reviewing the common course outline and course syllabus to ensure that learning outcomes and course objectives are the same as the on-campus course. You will also want to review grading practices to ensure CIS course grading standards are comparable to grading standards for the on-campus course. Faculty will acknowledge this review by completing and signing the CIS Faculty Worksheet and submitting this to the CIS D2L site.
- 2) **Mandatory Classroom Observations:** Faculty collaborators are required to visit the high school classroom and observe course content and delivery, student discourse and rapport to ensure the courses offered are equivalent to the on-campus course. With a new collaborating partnership (new CIS instructor or new course), faculty complete two classroom observations. For ongoing partnerships (the CIS instructor has experiences teaching the course and has collaborated with the same faculty member), faculty complete one classroom observation. For each site visit, faculty will complete the CIS Classroom Observation Visit Form and submitting this to the D2L CIS site.
- 3) **Support High School Instructors:** faculty should provide ongoing support, guidance, and collaboration with their high school partner(s) to ensure the delivery of a quality, collegiate-level learning experience for CIS students. This includes regular communication via phone, emails, telecommunication, face-to-face meetings, etc. Faculty track this communication through the Faculty Contact Log and submit this to the CIS D2L site.
- 4) **Be comfortable with assessment:** faculty should review the CIS assessments and grading practices to ensure CIS course grading standards are comparable to grading and assessment standards for the on-campus course. Assessments do not have to be exactly the same; assessments do need to align with course learning outcomes and be comparable to the on-campus course. Faculty acknowledge this on the CIS Faculty Worksheet and submit this to the CIS D2L site.
- 5) **Participate in annual professional development:** In the spirit of continuous improvement, faculty are responsible for overseeing the “discipline-specific” professional development for their CIS high school partners. This can be side-by-side participation and/or through robust discussion and follow-up. Professional development should focus on content, pedagogy, assessment and/or advancements in the field. Examples might include conference attendance, meetings within the discipline at the college, readings & discussions, case studies, workshops, etc. Following the professional development activity, faculty complete the Professional Development Form and submit this to the CIS D2L site. This should be submitted no later than April 1.
- 6) **Provide necessary paperwork:** Faculty are responsible for completing the CIS Faculty Worksheet, Faculty Contact Log, CIS Classroom Observation Visit Form, and the Professional Development Form. In an accreditation year, there will be additional required forms (including copies of syllabi and sample course assessments). See timeline below for a checklist of necessary paperwork.

## TIMELINE

Prior to the beginning of the semester, faculty should:

- Attend annual Fall CIS Workshop
- Meet with high school instructors to complete the annual review of course materials.
- Review the CIS Faculty Handbook
- Begin completing the CIS Faculty Worksheet

Throughout the semester, faculty should:

- Provide ongoing support and document contact in the CIS Contact Log
- Continue completing the CIS Faculty Worksheet by selecting a graded assignment, exam, or paper to review, reviewing assessment methods, and ensuring the course syllabus is being followed
- Conduct necessary classroom observation (two visits for new partnerships; one visit for ongoing partnerships) and complete the CIS Classroom Observation Site Visit Form
- Oversee/participate in annual discipline-specific professional development and complete the Professional Development Form

At the end of the semester, faculty should:

- Enter student grades into e-services within two days of receiving the end of term grades from the CIS high school instructor
- Complete the CIS Faculty Worksheet
- Submit the CIS Faculty Worksheet, Classroom Observation Site Visit Form, CIS Contact Log, and Professional Development Forms to the appropriate folders on the CIS D2L site. (NOTE: the Professional Development Form is due once a year – not once a semester – and is due by April 1<sup>st</sup>).

## Final Grades

CIS instructors will provide the final grades to their faculty collaborator no later than two days after the final class day. Faculty collaborators will review grades and enter them into 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.

## Non-Compliance

### For Professional Development

All CIS Faculty collaborators and CIS instructors 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 Dean of Student and Administrative Services.

### For Course Content

All CIS instructors are expected to adhere to the Minnesota North College 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 College 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. As a faculty collaborator, your role is critical in ensuring that CIS courses are comparable to on-campus courses. The following covers specific collaborator requirements and their alignment with NACEP Standards.

**Faculty Standard F2:** *Faculty collaborators at the college provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.*

*What this means for you:* New instructors participate in training with both administration and their faculty collaborators. The Associate Vice President of Student Affairs covers policies and procedures. Faculty collaborators are responsible for course-specific training. This includes sharing and discussing common course outlines, syllabi, assignments and classroom activities. The Orientation Guide (found on the CIS D2L website) provides a guide for the material that should be covered. Faculty and CIS high school instructors should initial the Orientation Guide and submit it to D2L following their meeting.

**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.

**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.*

*What this means for you:* This standard is concerned with ensuring that both grading standards and methods of assessment are comparable. Faculty will want to review the grading scale and grading breakdown for the CIS course. Faculty will also want to review course assessment methods to ensure that assessments align with course learning outcomes. Are the assessment methods appropriate? Faculty and CIS high school partners should discuss what 'A' student work looks like.

**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:* During an accreditation period, NACEP peer reviewers examine a faculty collaborator's syllabus alongside the syllabus of the CIS high school instructor. NACEP peer reviewers want to ensure the syllabus includes the college's name, course title, course number, course description, and learning outcomes. The syllabus should also provide information on expectations of level of rigor. Faculty collaborators should review CIS high school instructor's syllabi annually.

**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 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 the instructor's goals for the course. Some faculty have also invited their CIS high school partner to visit campus and observe the faculty member's class. Some faculty have also "team taught" class periods. These activities illustrate the collaborative nature of the CIS partnership. The Classroom Observation Report provides a guide for what might occur during a site visit.

## 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 Associate Vice President of Student Affairs and the Academic Dean to receive certification to teach in the CIS program. Once approval is granted, the CIS instructor 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.