



BSU College in the High School
Instructor Handbook

2023-24

Instructor Handbook

Welcome - Overview of the Program

Thank you for being part of the College in the High School program with Bemidji State University. Through this partnership, you are part of a collaboration that includes approximately 8 school districts and 500 students, registered for a variety of courses to help students complete graduation requirements at the high school level as well as make progress towards successfully completing university level courses at BSU. Most of the courses offered through this program fulfill goal areas in the Minnesota Transfer Curriculum, and are transferable to all of the 35 college and universities that make up the Minnesota State College and University system.

Please use this document to help you better understand our expectations for this partnership, as well as the policies and procedures that will assist you in answering students' questions to help them succeed.

Instructor Expectations of the College in the High School Program

As the instructor for this BSU course, you will be charged with teaching the course according to the content, expectations, objectives, student performance standards and assessment strategies as established by the faculty of the BSU academic department. This information will be provided to you by your BSU faculty mentor prior to your teaching this course.

Additional expectations of your role as the high school instructor for this course include:

- Attend course-specific training with faculty mentor prior to offering the course
- Attend the annual College in the High School meeting at BSU
- Work closely with your BSU faculty mentor to maintain a college course environment and standards
- Follow student accessibility accommodation recommendations for BSU
- Maintain files of the course syllabus, exams, grades, etc used during the teaching of the course
- Attend annual professional development activities as offered by the BSU faculty mentor
- Provide your BSU faculty mentor with access to your class for site visits
- Submit grades to the BSU faculty mentor for posting immediately following the end of the course.
- Conduct course evaluations at the end of each course.

Professional Development

Instructors must complete annual professional development. The BSU Faculty Mentor will work with you to provide appropriate opportunities each year. These professional development activities may be offered on the BSU campus, online or at another location or a combination. The intent of this requirement is to increase your knowledge of the subject area, enhance your pedagogy and increase the collegial interaction with your faculty mentor.

Non-Compliance with BSU Expectations for College in the High School

If a BSU faculty mentor is not satisfied with an instructor's performance or has issues with the course, the first step is an open dialogue about expectations and needs. Our goal is always to have open communication and clear expectations and goals. In the rare occurrence that concerns continue, the faculty mentor brings BSU's Program Director into the communication process. A meeting is set up with the high school instructor, BSU faculty mentor, director of the CIHS program, and high school principal. During this meeting all concerns are expressed and a professional improvement plan is put into place with a date for follow up. The instructor and their work on the professional improvement plan is reviewed following that date.

Additionally, high school instructors are also expected to attend the orientation meeting and a professional development activity annually. We do recognize life events and school issues may prevent a instructor from attending from time to time. When such events result in an instructor missing more than two years in a row, individual training will be required in order to continue to teach BSU courses. These

ongoing discussions about curriculum, pedagogy, assessment and course philosophy are integral to ensure quality delivery of BSU courses to our partner high school students.

Faculty Mentors

You will have a BSU faculty mentor assigned to work directly with you as you prepare for and teach the BSU course. You can expect that your faculty mentor will contact you prior to the start of the course and will also make a site visit, at least once each academic year. Your faculty mentor will be available to you by phone and email on a regular basis.

Faculty mentors will provide curriculum, materials, tests, and supplements upon your request. Course materials can also be shared using the D2L Brightspace online course platform, if this is agreeable and of interest to both the high school instructor and the faculty mentor. Faculty mentors will review the grades submitted by the high school instructor and will have final authority on the university transcript grade.

Syllabi for College in the High School Courses

All syllabi for the College in the High School classes must be approved by the BSU faculty mentor for the course. Example syllabi are provided by the faculty mentor. Instructors are allowed to use their own adapted materials with approval from the mentor. The syllabi should include the course description and learning objectives, the required textbook, a schedule of the course, and outline of grading procedures. You will want to review your syllabi with your faculty mentor prior to the start of your course. A final copy should be sent to your faculty mentor so BSU can keep a record of syllabi for each College in the High School course offered.

Eligibility Requirements for College in the High School Students

Seniors - need to be in the top half of their graduating class, have a 2.8 GPA, **or** earn a score at or above the 50th percentile on a nationally standardized test*

Juniors - need to be in the top third of their graduating class, have a 3.0 GPA, **or** earn a score at or above the 70th percentile on a nationally standardized test*

Students who are interested in taking a College in the High School course but do not meet the set requirements for eligibility may appeal the decision by working with their high school counselor and/or principal.

**ACT, PSAT, SAT, etc*

Mixed Enrollment Policy

BSU College in the High School courses should, in most cases, only enroll high school students who are eligible to earn both high school and university credit. When a high school does not have the staff to offer two sections of the course (a university section and a high school section), the course may mix enrollments only if the majority of the students are registered for university credit. Foreign exchange students and high school students who do not meet eligibility may take the course for high school credit only, if they consist of less than 50% of the total course enrollment.

Registration Process

Registration for a course takes place within the first 5 days of the class. Registration is our term for enrolling students in the College in the High School course(s) at BSU so the student receives college credit. Students will receive the Admission and Registration form on the first day of the course at your high school, and they must return the form with parent's signature to the high school **within 5 days**. This process may be managed by counselors at your high school or you may be asked to distribute and collect the forms directly. Once the forms are collected and forwarded to BSU, students will be registered for the course(s) based on the information they provide on the form.

Drop/Withdrawal

There is a significant difference between the drop and withdrawal of a College in the High School course. It is important that you as the instructor as well as the students are aware of this when making this decision regarding a course. A **drop** happens within the first 10 days of the course and it will not be recorded on a college transcript for the student. A request to drop a course must come from the high school counselor, career center advisor or principal and the actual drop is processed by BSU.

A **withdrawal** happens after the initial 10-day registration window, but before the withdrawal deadline for the course. Students have the first 80% of the class to withdraw from the course. A "W" will appear on the student's transcript, but it does not count towards their GPA. It's important to remember this may impact a student's overall completion rate which can affect their financial aid eligibility. In all cases, a drop is better than a withdrawal, but in most cases, withdrawing is better than receiving a failing grade. Please make sure to provide assistance to students as early as possible if they are struggling, to help them avoid the pitfalls of withdrawing or failing a CIHS course.

A request to withdraw needs to be processed by BSU. An email must be sent directly from the counselor or career advisor at your high school and it should include the student's name and the course from which they are withdrawing, as well as the student's last date of attendance in the class. This email will serve as documentation for the request and will be entered into the student file.

College in the High School ID Cards

As part of our College in the High School program, we want students to recognize that they are BSU students. For this reason, students may [request a BSU ID card online](#). This ID card will provide access to the A.C. Clark Library on the BSU campus, both in person and electronically. Students will be able to use the card to check out materials and access a number of academic journals online by using the bar code on their ID cards to log in to the system.

Accessibility Services

BSU provides services for College in the High School students with disabilities and IEP or 504 plans at the high school. However, accommodations may vary from what is appropriate at the high school level. If you have students with 504 plans or IEPs in place at the high school, these may be used to assist the Accessibility Services Office at BSU in determining reasonable and appropriate accommodations. We encourage you to contact BSU's Accessibility Services Office as well as your faculty mentor for assistance in determining appropriate accommodations or modifications to the CIHS coursework.

Additional Campus Resources for Students

College in the High School students have access to the numerous resources that are available through BSU. The library, Writing Center, and tutoring services are all available online for students to use throughout the year.

Students can access the library in person or online at www.bemidjistate.edu/library. Registered students can use their StarID and password (or barcode from their student ID card) to log into the BSU online library resources. Students can also visit the library in person on the BSU campus and check out resources with their ID card.

The BSU Writing Resource Center can work with registered College in the High School students on generating ideas, developing thesis statements, focusing arguments and organizing ideas as a starting point for writing assignments. Writing consultants can also help with polishing and revising writing as well as organizing and citing sources appropriately. Online and in-person appointments are available during the academic year. Student can visit the Writing Resource Center website for hours and more information - <https://www.bemidjistate.edu/services/wrc/>.

Tutoring is available by contacting the Advising Success Center at advising@bemidjistate.edu. BSU students also have access to 15 hours each academic year of free online tutoring, through Tutor.com. To access this service, students should be directed to sign into their D2L course page. The Tutor.com link is found on the students BSU D2L home page.

Student Rights and Responsibilities and Conduct

BSU College in the High School students have the same rights and are held to the same expectations as traditional BSU on-campus students. A full listing of these rights and expectations is available in the [BSU Student Handbook](#). The following policies should also be included in any BSU course syllabus:

Academic Integrity Policy Statement:

Bemidji State University fosters the highest standards of academic integrity and the highest regard for truth and honesty. The attempt by students to present as their own any work not actually performed by them; collusion, fabrication, and cheating on examinations, papers, and other course-related work; stealing, duplicating, or selling examinations; substituting for others in class discussions or examinations; producing other students' papers or projects; knowingly furnishing false or misleading academic information to University officials or on official University records; and altering such information on official University records are considered violations of academic integrity and destructive to the central mission of the University.

Students who violate academic integrity shall, after due process, be subject to University sanctions that may include failure on assignments and examinations and in courses, and suspension or expulsion.

Plagiarism (as defined by the BSU Academic Integrity Policy):

Submission of an academic assignment as one's own work, which includes critical ideas or written narrative that are taken from another author without the proper citation. This applies both to direct quotes and to critical ideas paraphrased by the student. Plagiarism includes but is not limited to:

- submitting the work of others as your own;
- submitting others' work as your own with only minor changes;
- submitting others' work as your own without adequate footnotes, quotations, and other reference forms;

or multiple submissions of the same work, written or oral, for more than one course without both faculty's permission, or making minor revisions on work which has received credit and submitting it again as new work.

Violations of the academic integrity policy should first be brought to the attention of the BSU faculty mentor by the high school instructor. As the faculty of record, it is the faculty mentor's decision if the situation should be handled officially or unofficially. If handled unofficially, the faculty mentor and the high school instructor will work together to determine an appropriate course-related sanction.

If handled officially, the faculty mentor will complete paperwork documenting the incident to be filed and recorded with the Dean, the Registrar, and the University Conduct Officer for central University record keeping. The University Conduct Officer will review the documentation and determine if the sanction is justified or if additional sanctions are deemed necessary.

Surveys

For accreditation purposes, the College in the High School program is required to conduct several surveys of the different individuals involved with our program.

The End of Course Evaluation is completed at the end of each college course. If possible, we encourage instructors to take five minutes out of a class period to have the students run through the survey. This seems to work the best in getting the results and information that we need. The survey is not an evaluation of the high school instructor itself, it is merely used as a tool to ensure that we are offering a strong program that meets the needs of the students. Results from the survey will be shared with both the high school instructor and the BSU faculty mentor for the course.

At the end of the school year, we may also ask all instructors, counselors, and principals to complete a survey on their experience with the College in the High School program at school. The results from the survey are used to determine what things we do well within the program and also what areas we may need to improve upon in the future.

Grading

College in the High School does allow for grades to vary from high school to college. Although most schools find it easier to have one grade for both levels, some choose to offer a separate grading scale to allow for an alternate grade at the high school level. This information should be shared with the BSU faculty mentor for the course, needs to be addressed with the students at the start of the class, and should be documented on the course syllabi.

Final grades need to be submitted to the BSU faculty mentor within three days of the course ending at the high school. The faculty mentor will review the grades and work with the program director to have the grades recorded. Once entered, the grades should be visible to students using eServices.

It is important for students to be aware that final grades are permanent and will remain on their final transcript.

Family Educational Rights and Privacy Act (FERPA)

According to the US Department of Education, the FERPA policy regarding College in the High School students states:

“If a student is attending a postsecondary institution - at any age - the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is under 18, the parents still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school. Additionally, the postsecondary institution may disclose personally identifiable information from the student’s education records to the parents, without the consent of the eligible student, if the student is a dependent for tax purposes under the IRS rules.”

BSU’s practice regarding FERPA is to exercise caution and we may request additional information from the student before talking with or releasing specific information to anyone other than the student themselves.

For additional information please see the US Department of Education website at:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Transferability of Credits

The transferability of credits is ultimately up to the receiving institution. However, many of the College in the High School courses we offer fall under what is called the Minnesota Transfer Curriculum. This is an agreed upon set of general courses that are required at all Minnesota State Colleges and University institutions. There is additional information about the [core curriculum at BSU](#) in the Undergraduate Catalog.

Students going outside of the MN State Colleges and Universities system may find the [Transferology](#) website helpful to determine how their credits will transfer to other institutions. Although this site does not have a complete listing of all colleges and universities, it does have several to choose from in the region.

The transferring of credits to a college or university outside of the Minnesota State system will require students to complete an official transcript request through the BSU Records and Registration office. Information about making this request is online at <https://www.bemidjistate.edu/mybsu/registration/transcripts/>.

Students Continuing at BSU

Although College in the High School students are considered BSU students already, they are not officially admitted as an undergraduate degree-seeking student should they be looking to continue their education at BSU after high school. For these students, we will require them to go through the official admission process. For more information about this process, please direct students to our admission website at www.bemidjistate.edu/admissions/

There is more information for instructors and students about the programs and majors offered at BSU at www.bemidjistate.edu/academics/undergraduate.

Contact Information

For issues regarding anything with the course itself including content, rigor, expectations, testing, grading, and issues related to academic misconduct, please contact your BSU faculty mentor.

For any other issue, concerns or question about the BSU College in the High School program, please contact:

Lynn Johnson, Director of Distance Learning
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