CIS Guide for High School Administrators

NEW IN 2017-18

New Courses
CI 3901-3902 Exploring the Teaching Profession I-II
EE 1701 Energy, Environment, and Society
FSOS 1211 An Interdisciplinary Look at the Family in Multicultural America

Grades
Instructors are accountable for grades; students are entitled to an explanation if requested. Grades are not subject to complaint but informal understanding may be sought. See “Grade Accountability” in Policies Governing University of Minnesota Twin Cities Courses in the High School.

Teaching Load
CIS teachers are typically approved to teach only one new course a year and two courses in total. Exceptions may be granted for sequenced courses as, for example, in world languages.

Moodle
2017-18 is the final year that the U of M will support Moodle; Canvas has been selected to replace it in 2018-19.
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Note that contact information for all CIS staff is found here, at the front of this Guide, and so email addresses or phone numbers are not repeated every time we recommend that someone be contacted. Similarly, links to CIS and University resources are provided in “Resources” at the end of this Guide.
CONTENTS

Introduction: The Big Picture ................................................................................................................. 4
How to Use the CIS Guide for High School Administrators .............................................................. 4
Mission ...................................................................................................................................................... 4
Ensuring Quality: NACEP Accreditation ............................................................................................ 4
Minnesota Law and CIS .......................................................................................................................... 5
Costs and Funding .................................................................................................................................. 5
Equity, Diversity, and Access ............................................................................................................... 6
Responsibilities ...................................................................................................................................... 7
Fees and Costs ........................................................................................................................................ 7
Textbooks and Course Materials .......................................................................................................... 7
Release Days, Substitute Teachers, Transportation to Field Days .................................................. 8
U of M Class Size Limits ...................................................................................................................... 9
CIS Student Eligibility .......................................................................................................................... 9
Students Taking the Course for High School Credit Only .............................................................. 9
When You Need a Long-Term Substitute Teacher .......................................................................... 9
When You Need a New or Replacement Teacher ............................................................................ 10
Student Teachers ............................................................................................................................... 10
Resources ........................................................................................................................................... 10
INTRODUCTION: THE BIG PICTURE

HOW TO USE THE CIS GUIDE FOR HIGH SCHOOL ADMINISTRATORS
This CIS Guide for High School Administrators works in tandem with three other documents: Policies Governing University of Minnesota Twin Cities Courses in the High School (Policies), CIS Teacher Guide, and New CIS Teacher Guide. It is our hope that this family of booklets will make critical information easy for users to access. Policies is intended largely as a reference; it outlines the University of Minnesota (U of M), CIS, and departmental policies that govern U of M courses in the high school. The audience pieces clarify the policies and expand on the processes associated with them, as relevant for the audience.

The core of the CIS Guide for High School Administrators describes your responsibilities as a partner with the University of Minnesota Twin Cities, in offering University courses to your students through CIS. You do so much to help assure the success of CIS students—and their teachers—in classrooms across Minnesota, and we are grateful.

MISSION
College in the Schools at the University of Minnesota Twin Cities is a concurrent enrollment program serving high school students, teachers, and schools by increasing access to college learning, supporting excellence in teaching, and strengthening high school-University connections.

CIS delivers University courses in collaboration with area high schools to qualified high school students. Administered by the College of Continuing Education, the program offers regular, lower division University courses at partner high schools; all courses are approved for University degree credit. Students earn both high school and University of Minnesota credit for courses taken through CIS.

University courses offered through CIS are taught by qualified high school teachers who have been selected by U of M faculty. CIS teachers are appointed as U of M teaching specialists and are prepared and continuously supported through professional development provided by University faculty from the sponsoring academic departments.

College in the Schools...
1. Gives students firsthand experience with the high academic standards and increased workload typical of college education as well as the personal responsibility required to be successful in college study.
2. Provides teachers with ongoing, University-based professional development that is directly related to the content, pedagogy, and assessment of the University of Minnesota courses they teach through CIS.
3. Strengthens curricular, instructional, and professional ties between high schools and the U of M.

ENSURING QUALITY: NACEP ACCREDITATION
While people everywhere seem to understand how the AP and IB programs ensure quality, they are less clear on how concurrent enrollment programs ensure quality. College in the Schools is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). To earn accreditation, CIS had to demonstrate that it meets NACEP standards related to instructors, curriculum, student services, student assessment, and program evaluation. (Copies of these standards are available at http://www.nacep.org/.) Having met these standards, CIS can guarantee that it has the policies and
practices in place that ensure that U of M courses administered by CIS are of the same quality as courses taught on the U of M campus. Programs need to apply for reaccreditation every seven years.

MINNESOTA LAW AND CIS

**124D.09.** The Minnesota Postsecondary Enrollment Options (PSEO) Act allows qualified high school juniors and seniors to enroll in University courses for dual college and high school credit, either on the University campus (as space allows) or through College in the Schools.

The 2014 legislature amended 124D.09 to allow 9th and 10th graders to participate in courses offered through programs such as College in the Schools if (1) the school district and the concurrent enrollment program agree to the student’s enrollment or (2) the course is a world language course currently available to 11th and 12th grade students, and consistent with section 120B.022 of the statute which governs world language standards, certificates, and seals. This legislation does not change the postsecondary institutions’ ability to determine eligibility requirements.

Refer to the *Quick Guide to Course Requirements and Related Policies*, or download it from the CIS website.

Go here to read the entire law: [http://www.revisor.mn.gov/pubs/](http://www.revisor.mn.gov/pubs/).

*While current law prohibits public schools from charging students for the cost of U of M courses offered through CIS, it does not prohibit schools from asking for voluntary donations.*

**124D.091.** This statute provides reimbursement to high schools of up to $150 per student registration for costs incurred when offering concurrent enrollment courses.

COSTS AND FUNDING

The CIS fee in 2017-18 is $145/course registration (2017-18 is the ninth year the fee has remained at $145).

Minnesota statute 124D.091 (see above) authorizes the state to reimburse high schools for costs incurred when they offer concurrent enrollment courses to their students. Passed in 2007, this statute requires high schools to partner with concurrent enrollment programs accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) in order to be eligible for state reimbursement funds. High schools may also be eligible for reimbursement if they partner with a non-accredited program that can demonstrate it meets NACEP standards. College in the Schools has been accredited since 2005.

To maintain eligibility for state funding for concurrent enrollment, high schools must partner with concurrent enrollment programs that are NACEP-accredited, in the process of becoming accredited, or demonstrate that they’ve met standards comparable to NACEP standards. Please contact Jeanne Krile (jeanne.krile@state.mn.us; 651-582-8637), School Finance, Minnesota Department of Education, for more information.
EQUITY, DIVERSITY, AND ACCESS
College in the Schools is committed to reaching and preparing students underrepresented in higher education. Our goals are:

- To make it possible for all qualified students to participate and ensure that eligibility criteria are fair
  - Faculty coordinators have worked with teachers to identify and articulate student eligibility criteria that, in most cases, include alternatives to a high GPA or class rank. Overall academic indicators may keep students out who could do well in a particular course.

- To strengthen the academic supports needed for students to succeed in these rigorous courses
  - Entry Point Project (EPP) was developed to target promising students who are:
    - In the academic middle (between the top 50% and the top 20% of their high school class)
    - Multilingual/ELL
    - Members of racial or ethnic minorities
    - First-generation college-bound students, and/or
    - From families of low to moderate income

- EPP courses (below) employ Universal Instructional Design, a supportive pedagogy that:
  - Integrates development of skills (e.g., critical thinking, problem-solving, written and oral communication) with the acquisition of content knowledge
  - Communicates clear expectations and provides constructive feedback
  - Promotes interaction among and between teachers and students
  - Incorporates teaching methods that consider diverse learning styles, abilities, ways of knowing, previous experience, and background knowledge
  - Articulates a commitment to diversity and integrates multicultural perspectives into all aspects of the learning process.

- EPP course descriptions are available on the CIS website for:
  - College Algebra through Modeling
  - Physics by Inquiry
  - Writing Studio
  - An Interdisciplinary Look at the Family in Multicultural America
  - Exploring the Teaching Profession, I and II

Classes I took through CIS helped me more than anything to prepare for college as a first generation college student. I couldn't recommend to high school students enough. It is completely worth the extra effort.

CIS alum
RESPONSIBILITIES

FEES AND COSTS
Schools pay the fees and costs associated with offering U of M courses through CIS.

CIS initiates a Memorandum of Agreement (MOA) with each school, sent each spring for the following academic year. Among other things, the MOA provides the U of M with contact information for the fiscal officer at the high school or district responsible for paying the CIS fees. This information is used by the Third Party Billing Office at the U of M, which is charged with managing such third party “sponsored” accounts. The billing information which follows is shared with the fiscal officer named in the MOA:

- Each student’s charge is attached to the student’s account until it is transferred to the student’s school’s account just before the monthly bills are sent out. Occasionally a student finds his or her way to their U of M account online and finds this amount due; if you hear of this, you can assure them it will be erased shortly. If they receive a bill via email or mail, contact CIS at once as something is incorrect and we will help you sort it out.
- Any other fees—for such things as a bus pass or library fine—remain on the student’s account and the student is responsible for paying them.
- Bills are sent out monthly for student registrations (as well as adjustments or refunds for withdrawals) processed within the past month, so a bill may not always appear complete and current. Although we endeavor to process all the registrations from a single class at one time, it is not always possible, and so the registrations for one class may be spread out over two or more billing cycles. Registrations for multiple classes for the same student may also be spread out over billing cycles. This does not mean that you will be billed twice for the same class for any one student, only that not everyone got registered for U of M credit within the same monthly cycle. (Students who take the course for high school credit only will not appear on the bill.)
- Contact CIS or Third Party Billing (tpbill@umn.edu or 612-625-8559) with general questions. Jennifer Koontz (cceenroll@umn.edu or 612-624-6091) can help with questions about whether a specific student’s registration or withdrawal is accounted for on a given bill.
- Policies regarding refunds for students who withdraw from a U of M course and late payments of U of M third party bills are found in Policies Governing University of Minnesota Twin Cities Courses in the High School.

TEXTBOOKS AND COURSE MATERIALS
Schools are responsible for ensuring that students have access to required textbooks, course materials, lab equipment and supplies. Information about required books and materials are found on individual course description pages on the CIS website (cce.umn.edu/cis).

CIS requires high schools to use the same textbook(s) as are used in the course taught on the U of M campus; a few courses allow the use of different textbooks, but in these cases the textbooks must be approved in advance by the U of M faculty coordinator for the course. Textbooks are replaced infrequently.

Additional expenses might include:
- Internet access at the school for teachers and students
- Substitute teachers for release days when CIS teachers attend professional development and student field days
- Transportation for CIS students to field days
RELEASE DAYS, SUBSTITUTE TEACHERS, TRANSPORTATION TO FIELD DAYS

In addition to the costs of textbooks and materials, schools are also responsible for paying substitute teachers for release days when CIS teachers attend professional development and student field days.

- **Professional development attendance requirements.**
  
  CIS teachers are required to participate in all U of M-sponsored professional development for their cohort the summer prior to each academic year in which they will be teaching a U of M course. They are also required to participate in two to three days of U of M-sponsored professional development for their cohort during each academic year in which they are teaching a U of M course.

  **If they teach every other year or on an irregular schedule, teachers in a few cohorts are also required to attend professional development events during their non-teaching years.** These cohorts are noted in the Quick Guide to Course Requirements and Related Policies and posted on the CIS website (cce.umn.edu/cis). Teachers in cohorts not requiring attendance in non-teaching years are still strongly encouraged to attend in their non-teaching years.

  --Teacher Attendance at Professional Development Activities, Policies Governing University of Minnesota Twin Cities Courses in the High School

See the Quick Guide to Course Requirements and Related Policies for information about course cohorts that require attendance during years when the teacher is not teaching a U of M course. Attendance policies are more fully explained in “Teacher Attendance at Professional Development Activities” in Policies Governing University of Minnesota Twin Cities Courses in the High School and in “Discipline-Specific Professional Development Workshops” in CIS Teacher Guide.

- **Field days are optional in most CIS cohorts.**

  **Schools are not generally required to support student and teacher participation at CIS on-campus field days; however, CIS faculty coordinators may require participation at field days when field day activities support student learning in the course in ways that are not likely to be possible in individual high school classrooms.**

  --Field Day Participation, Policies Governing University of Minnesota Twin Cities Courses in the High School

Faculty coordinators require participation in the animal science and writing studio field days.

Schools also provide transportation for students and teachers to campus field days. This is not necessarily limited to school buses. Some CIS instructors have asked for voluntary contributions from their students to help pay for transportation; others have worked with teachers in adjoining school districts to share buses; some schools ask students to transport themselves.
U OF M CLASS SIZE LIMITS
Class size limits are set by the U of M department that owns the course and in most cases are the same as the class size limits on campus in discussion or lab sections.

For specific class size limits for each course, refer to the Quick Guide to Course Requirements and Related Policies. Contact the CIS office with concerns about meeting the U of M class size limits.

See “Class Size Limits,” “Students Taking the Course for High School Credit Only,” and “Ninth and Tenth Grade Student Participation” in Policies Governing University of Minnesota Twin Cities Courses in the High School.

CIS STUDENT ELIGIBILITY
Student eligibility criteria help identify students who will be able to successfully meet the challenge of doing college course work. CIS teachers may make exceptions to these requirements if they have reason to believe a student can be successful. See the Quick Guide to Course Requirements and Related Policies for student eligibility criteria for each course.

See “Student Eligibility” in Policies Governing University of Minnesota Twin Cities Courses in the High School for additional information including target audiences for Entry Point Project courses, and practices regarding homeschool students and foreign exchange students.

See also “Class Size Limits,” “Students Taking the Course for High School Credit Only,” and “Ninth and Tenth Grade Student Participation” in Policies Governing University of Minnesota Twin Cities Courses in the High School.

STUDENTS TAKING THE COURSE FOR HIGH SCHOOL CREDIT ONLY
Up to 25% of the students in a U of M class offered through CIS may take the course for high school credit only. This policy ensures that expectations for student discourse remain at a postsecondary level.

See “Students Taking the Course for High School Credit Only” in Policies Governing University of Minnesota Twin Cities Courses in the High School.

WHEN YOU NEED A LONG-TERM SUBSTITUTE TEACHER
Notify the CIS office as soon as possible of all teacher absences you expect to last 11 or more consecutive class days. CIS may be able to provide the names of former CIS teachers who are qualified to teach a particular course and who may be willing to step in during an emergency or family leave situation.

If a former CIS teacher isn’t available, please remember that all other substitute teachers need to apply and be approved to teach a U of M course in the same way your regular CIS teachers did.

CIS faculty coordinators will provide the long-term substitute teacher with training, mentoring, and support to ensure that the approved syllabus for the University course continues to be followed and that appropriate assessment, grading, and pedagogy are employed. If, however, the faculty coordinator and CIS director determine that the course does not maintain U of M quality, CIS may withdraw U of M credit from the class. Although reluctant to take this step, CIS must be able to maintain the trust of its partner academic departments at the U of M.
WHEN YOU NEED A NEW OR REPLACEMENT TEACHER
The CIS teacher application process includes documentation of support from the school. Please expedite the process by submitting your materials promptly.

It is ideal when, in cases such as a planned retirement, the replacement/applicant may begin to attend CIS professional development with the teacher, and the teacher begins to mentor their replacement as much as 12-15 months ahead. Typically, teachers are approved to teach one new U of M course per academic year.

Contact Jan M. Erickson or Koleen Knudson with questions.

STUDENT TEACHERS
Student teachers are not allowed to teach U of M courses through CIS. CIS teachers should consult with their faculty coordinator to determine potential contributions or roles, such as guest speaker, that a student teacher might take on.

RESOURCES
CIS Events Calendar
https://www.google.com/calendar/embed?src=ccecis%40umn.edu&ctz=America/Chicago

CIS Office
cis@umn.edu ; 612-625-6450

CIS website
cce.umn.edu/cis

New Teacher Guide
Available from CIS office

One Stop
http://onestop.umn.edu/

Policies Governing University of Minnesota Twin Cities Courses in the High School
Available on the CIS website and from CIS office

Quick Guide to Course Requirements and Related Policies

Teacher Guide
Available on the CIS website and from CIS office
College in the Schools provided me with the academic rigor of college while maintaining the support and structure of my small high school. I loved it!

CIS alum