

## Dual Credit / Early Entry Instructor Handbook

Bismarck State College (BSC) increases the educational opportunities for highly motivated high school students who wish to earn college credit in high school. These courses are deemed equivalent in rigor and content to BSC courses. This program allows students to accelerate their academic studies without sacrificing their high school experience.

### Benefits

High school instructors benefit from the experience of teaching a college-level course, setting higher standards for students, and helping to prepare students for future higher education courses. Each participating instructor is mentored by a BSC faculty member who assists in curriculum development, assessment standards, teaching methodology, and providing valuable supplemental materials.

### New Instructors

All BSC faculty must meet credential requirements outlined by the Higher Learning Commission and specific to BSC academic departments.

1. Potential new instructors must apply for the adjunct instructor position through H.R. Applicants are required to provide a cover letter, resume and unofficial college transcripts. The transcripts must be sent from the issuing institution to the BSC Human Resources office. Upon acceptance of the position, instructors will be required to provide Official transcripts.
2. Documents are reviewed by the appropriate Dean, Assistant Dean, and Department faculty to determine eligibility.
3. Upon approval, the instructor is considered a BSC part-time faculty member and is assigned a faculty mentor in their discipline.
4. This partnership will include:
  - a. Development and approval of a syllabus for the course taught at the high school
  - b. Assessment of Institutional Essential Learning Outcomes overview and submission of results
  - c. Approval of textbooks and/or other resources to be used at the high school
  - d. Course philosophy and curriculum overview
  - e. Important due dates and required online training
5. Dual Credit instructors are required to meet with their BSC faculty mentor and complete all segments of orientation before beginning to teach a college credit class.
6. All instructors are required to attend any specific training set up by the Dean and/or mentor. The annual In-Service Day is held in August for all dual credit faculty and mentors.

## **New Course Approval**

The administration at a high school may request a concurrent enrollment course to be established on the high school campus.

- The first step is to determine if there is an instructor at the high school who meets the BSC Faculty Qualifications.
- After the course is approved, only the instructor can teach the class. If the instructor of record requires a substitute for a week or more, the substitute instructor will need to be approved or the course will no longer be approved.

## **Student Textbooks**

Instructors are expected to use approved textbooks while teaching the BSC course within the high school. Textbooks must be college-level and approved by the Dean and/or faculty mentor. If instructors require students to purchase textbooks from the BSC bookstore, the instructor is responsible for contacting the bookstore to ensure the book/materials are in stock.

## **BSC Dual Credit Instructor Responsibilities:**

- Read the Dual Credit Instructor Handbook
- Maintain regular contact with the BSC faculty mentor and the Fast Track Program Coordinator.
- Visit the Blackboard site “Dual Credit Instructor Resources” frequently and submit required documents by the listed due date.
- Provide the following:
  - Course syllabus semester, course outline, course objectives, Institutional Essential Learning Outcomes (IELOs), and new Request to Teach form each semester
  - Textbook title/ISBN and information about other teaching materials
  - Assessment criteria and tools (e.g. papers, portfolios, quizzes, exams, labs, etc.). Assessment plans must be submitted to the faculty mentor at the start of the semester, and assessment results submitted at the end of the semester as evidence that courses reflect the pedagogical, theoretical, and philosophical orientation of BSC academic department grading criteria and standards.
- Participate in the annual professional development in-service day and any additional professional development coordinated by your BSC faculty mentor and the Fast Track coordinator.
- Remind students of course dates and deadlines.
- Assist students with FERPA form. This form allows you to speak to their guardians or care givers about their progress and grades in the course.
- Review BSC student roster via CampusConnection and notify Fast Track coordinator of any discrepancies. 4 weeks into the semester, instructors must verify the roster and sign the document provided by the Fast Track coordinator.

- Post final course grades, remembering to set as “approved”, in CampusConnection before the appropriate end-of-semester due date.
- Participate in a teaching observation/evaluation, site visit, and meetings with BSC Faculty Mentor or administrator upon request. New faculty are required to accommodate a site visit (full evaluation) for the first two semesters they teach. Consecutive years will require a short evaluation with full evaluations every three years.
- Keep contact information in CampusConnection current. Notify payroll of any address change or change in direct deposit.
- Submit any renewed state or professional licenses or credentials

## **Suspension of Approval**

Failure to fulfill early entry faculty responsibilities may result in a suspension of approval. In instances where there is the substantial or consistent deficiency in the instructor fulfilling responsibilities, an improvement plan will be developed, including specific outcome requirements. If the improvement plan outcomes are not met, or the college/instructor relationship fails, which it can for a variety of reasons, the college will not renew the instructor’s approval for the next academic year.

Failure to post final course grades by the established deadline may result in suspension from the program for one year.

## **Student Instructors**

Student teachers are not approved to teach a BSC course taught at the high school. If a student teacher is given permission by the high school to teach the said course, the course will not be made available to students to earn college credit.

## **Payroll**

BSC will directly pay the instructor teaching a college course within the high school for instructional services rendered to the college in accordance with the BSC adjunct faculty employment/payment procedures for classes.

- When coordinated through BSC, a contract for the semester will be issued to the instructor who will be paid according to the current adjunct rate per credit hour, pro-rated on the number of students enrolled.
- To receive full pay for the course, nine (9) students must be enrolled. Below this number, the instructor will be paid on a pro-rated basis. For example, an instructor would receive 1/9 of the salary amount if a dual credit course has only one student enrolled.
- When a course is taught by an approved high school instructor, as part of the high school teaching load, the instructor is remunerated a stipend of \$25 per student, not to exceed \$500 per class. The Dean of Humanities, Arts & Sciences and Dean of Current & Emerging Technologies offices will access the class roster at the end of the semester and compensate the instructor accordingly.

## Required Professional Development

Collegial communication and interaction with your faculty mentor throughout the year is strongly encouraged. Instructors need to connect regularly with the faculty mentor to discuss curriculum, content, assessment, or other topics.

Additionally, dual credit instructors will be required to participate in professional development activities. It may be face-to-face, delivered electronically, online, or a combination of all the above. Attendance and/or participation is required. If you develop a pattern of non-attendance over a two-year period, an improvement plan will be put in place. If the improvement plan requirements are not met, BSC may revoke the ability to teach a BSC course. The department chair, Fast Track coordinator, and appropriate academic dean will make this determination and communicate as necessary with the appropriate high school administration.

## Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) sets forth guidelines for ensuring student progress and other sensitive issues are held confidential by the institution. FERPA applies to each educational agency or institution that receives funds under any program administered by the Secretary of the Department of Education. All Bismarck State College classes are subject to FERPA regulations regardless of location.

FERPA is complex, but a good rule of thumb is to hold in confidence all issues of student progress. For example, an instructor should not reveal a student's grade or progress on an item, or for the class, to other students. For instance, when handing back an assignment in class, an instructor should not say something like, "Boy, you really flunked this one big time!" or "This isn't up to your usual standard of excellence." As surprising as it may seem, an instructor should not say, "Hey! Great job. You got an A!" Furthermore, instructors cannot e-mail a group of students, stating, "Amy and Marla are done, but I still don't have assignment seven from Karen, Liz, and Michael, and I haven't received anything from Brent or John." Apart from the final comment, the preceding statements can be made in private, but not where others may overhear!

Parents, guardians, and potential employers often want to know a student's progress, grades, attendance, etc. Unless the student has given written permission to share such information, it is a violation of the student's rights to share this information.

If an instructor posts grades anywhere besides a BSC Blackboard course shell or CampusConnection, the following items cannot be used to identify students:

- The student's name or nickname; the name(s) of family members.
- The student's social security number.
- The student's EMPL ID number.
- The address of the student or the student's family.
- A list of personal characteristics or other information that would make the student's identity easily traceable.

A randomly assigned identification number that is used throughout the semester, but which will not remain with the student beyond that class, can be used.

Questions about FERPA should be addressed to the Academic Records office or the Fast Track coordinator.

Please encourage students to review FERPA information and fill out the form located here:

<https://bismarckstate.edu/academics/records/ferpa/>

## **Absences/Class Cancellations**

Students are entitled to the full measure of top-quality learning opportunities for which they have paid. To provide the best learning opportunities, class schedules should be interrupted as infrequently as possible. Instructors are expected to meet with their classes as scheduled, to be readily available during class time when students are working individually, and to maintain a safe environment for all students in the classroom, laboratory, or work area.

Instructors miss classes on occasion because of illness, family obligations, or professional commitments, but any alternate class arrangement should conform to the following guidelines. Under all circumstances, students should receive the hours of quality instruction to which they are entitled.

- Anticipated instructor absences from the classroom must have prior approval of the appropriate department chair and/or mentor. Instructors unable to meet scheduled classes due to unforeseen circumstances must inform the same department chair and/or mentor.
- In the event of an absence of more than three days, the instructor must work with the appropriate departmental chair and/or mentor to identify a qualified substitute.

## **CORE Portal – Collaboration, Organization, and Reporting with Efficiency**

The CORE Portal, BSC's intranet, SharePoint-based website, is the home of campus information, projects, collaborative efforts, departmental information, campus news, internal blogs, and official document storage. CORE Portal is how BSC communicates and collaborates internally. It is the virtual workspace of on campus and your source for campus information and updates.

To access the CORE Portal:

Access Bismarck State College homepage (bismarckstate.edu)

Click "Resources For Faculty & Staff"

BSC Core

## **CampusConnection**

### **Verification of Rosters**

Instructors are required to routinely check the CampusConnection course roster to ensure the students enrolled in the course are high school students and align with the instructor's high school class enrollment. Instructors are responsible for ensuring the students who wish to receive college credit are listed on their BSC CampusConnection roster. The instructor will work with any student not on the roster and Fast Track

Coordinator to finalize registration, so they receive the college credit. The instructor will notify the Fast Track coordinator of any students who need to be removed from the roster prior to the course starting. At the fourth week of class, the instructor will receive an email to verify the roster, print, sign, and return it to the Fast Track coordinator.

## Posting of Grades

A student's course work is graded based on a scale of A, B, C, D, and F. All final grades are recorded electronically, at the completion of each course, on CampusConnection by the instructor of the course. View the Dates and Deadlines for specific faculty grading deadlines online at Academic Records [Calendar & Deadlines](#). Instructors will be expected to meet the final grade deadlines as posted by the Academic Records office. Final grades for ALL NDUS students will be delayed if any instructor's final grades are not registered and set as approved by the deadline.

## Guidelines for Faculty Evaluations

### Definitions:

- **Adjunct Faculty:** those members of the faculty who teach on a part-time basis, have no scholarship or service components to their contracts, and who are limited in the number of credits and/or contact hours they teach. Adjunct faculty do not receive benefits. Their term of employment is semester by semester.
- **Part-Time Regular Faculty:** those members of the faculty who have less than full-time positions, but who do have scholarship and service components to their contracts, and who do receive benefits. Their term of employment is typically the standard academic year.
- **Full-Time Faculty:** those members of the faculty with full-time contracts, who have scholarship and service responsibilities, who receive benefits, and who have annual contracts.
- **New Faculty:** any of the preceding three classes of faculty who has not taught at least two semesters at Bismarck State College.

**Full Faculty (Full-time and part-time) evaluation** includes each of the following components

- Evaluation by Students
- Faculty Performance Appraisal Classroom Observation and Evaluation by Supervisor or Peer
- Self-Evaluation Part I (use in Fall term) or Part II (use in Spring term)

**Partial Faculty (full-time and part-time) evaluation** includes each of the following components

- Evaluation by Students
- Faculty Performance Evaluation Short Form

**Adjunct and High School Instructor evaluations** includes each of the following components

- Evaluation by Students
- Performance Appraisal Classroom Observation and Evaluation by Supervisor or Peer
- Adjunct Faculty Self-Evaluation

#### **Timing of Evaluations:**

1. All new faculty must have full evaluations in each of the first two semesters they teach for BSC.
2. All faculty (full-time, part-time, adjunct, and early entry) must have at least partial evaluations every year.
3. All faculty (full-time, part-time, adjunct, and early entry) must have full evaluations at least every third year.
4. New adjuncts and early entry instructors require a full evaluation each semester of the first year they teach at BSC. Subsequent evaluations will be done yearly as identified above.

**Evaluation Components** (as per Faculty Senate and approved by the President of the College):

- Evaluation by Students
- Faculty Performance Evaluation Part II Evaluation by Supervisor or Peer (Long Form)
- Faculty Performance Evaluation (Short Form)
- Self-Evaluation (only on years the Long Form is used)

## **Syllabus**

The college has adopted a common format syllabus to ensure that students receive that important information at the beginning of each semester, regardless of the instructor for each class. Every instructor will prepare and distribute a syllabus, in this common format, for the course. An electronic copy of that syllabus must be submitted to BSC by the stated deadline and will be stored on the BSC server.

## **Academic Resources**

### **Library Services**

The BSC Library is a vital resource of both electronic and print information. The subscription services available to BSC all students, including concurrent enrollment students.

- **Mystic Card/Library Card** –The BSC Mystic Card, which is available to all BSC students, also serves as the library card. Mystic Cards can be obtained from the Campus Information Desk adjacent to the BSC Bookstore in the Student Union.
- **Off-Campus Access to Online Resources** - Students will be prompted for their NDUS User ID (same as their Campus Connection credentials) or their EMPLID (student ID number). If students are prompted

for the EMPLID, direct them to the first 7 digits on the back of their Mystic Card; their password is their last name (no spaces, not case-sensitive).

### Academic Support (Tutoring)

Services available for students include tutoring for various subjects, academic study skills presentations, as well as individual sessions, computer assistance, and more. See the Academic Support Services website: <https://bismarckstate.edu/academics/academicservices/tutoring/>

Online tutoring is available through *Smarthinking*, which can be set up through the Blackboard course page.

### Placement & prerequisites

BSC uses placement testing to ensure all students begin their college education by taking the right level of courses. The purpose of placement testing at BSC is to match the academic readiness of the incoming student with the academic requirements of the curriculum. If test results do not meet the standards of college-level courses, students are required to register in courses which help them to improve their learning and increase their opportunity to succeed in college. If high school students do not have adequate placement scores prior to the start of the class, they will not be eligible to enroll.

<b>Placement Score Requirements</b>	
<b>English</b>	
Pre-ACT or ACT English: 18 Accuplacer Writing: 256	<b>Placement Domain:</b> English 110 -College Composition I
Completion of English 110 or score of 3+ in AP English Lang (AP 11)	<b>Placement Domain:</b> English 120- College Composition II
<b>Math</b>	
Pre-ACT or ACT Math: 21 Accuplacer Math: 255	<b>Placement Domain:</b> Math 103 College Algebra Math 104 Finite Math Math 107 Pre-Calculus Math 210 Elementary Stats
Pre ACT or ACT: 24 Accuplacer Math Advanced Algebra: 264	<b>Placement Domain</b> Calculus I
Completion of Calculus I	<b>Placement Domain</b> Calculus II



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