



## **Welcome to BSC's College Credit in the High School Team!**

Bismarck State College's College Credit in the High School program increases the educational options for highly motivated high school students who wish to earn college credit in high school courses deemed equivalent in rigor and content to BSC courses. This program allows students to accelerate their academic studies without sacrificing their high school experience. We can't do it without you!

### **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 further higher education courses. Each participating instructor is mentored by a Bismarck State College (BSC) faculty member who assists in curriculum development, assessment standards, teaching methodology, and providing valuable supplemental materials. As a participating instructor you also have access to the BSC library!

### **New Instructors**

1. Must meet credential requirements as outlined by the Higher Learning Commission and specific to BSC academic departments.
2. Potential new instructors may ask to have unofficial college transcripts reviewed by the academic department chair and faculty to determine eligibility before submitting an application to become an early entry instructor.
3. Potential instructors must complete a Request to Teach form and the BSC faculty application; in addition, they must submit official college transcripts. These transcripts must be sent from the issuing institution to the Alternative Learning Coordinator.
4. Documents are reviewed by the department chair and faculty. Instructors are notified in writing as to their approval/disapproval to teach BSC courses.
5. When approved, the new instructor is assigned a faculty mentor by the department chair for the initial discipline-specific orientation. This orientation will include:
  - a. Development and approval of a syllabus for the course taught at the high school
  - b. Assessment of Institutional Essential Learning Outcomes and submission of results

- c. Approval of textbooks and/or other resources to be used on the high school campus
  - d. Course philosophy and curriculum overview
  - e. Important due dates and required online training
6. New instructors are required to meet with their mentor and complete all segments of that orientation before beginning to teach a college-credit class.
  7. New instructors are required to attend any specific trainings set up by the department chair and the yearly workshop that is held in August for all approved high school adjuncts.

## **New Course Approval**

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

1. The first step is to determine if there is an instructor at the high school who meets the college hiring requirements.
2. After the course is approved, only the instructor of record 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.

## **BSC Adjunct Instructor Responsibilities:**

- Submit any renewed state or professional licenses or credentials required to teach the class.
- Maintain regular contact with the BSC faculty liaison and the Alternative Learning Coordinator.
- Attend or participate in the annual discipline-specific professional development activity coordinated by your BSC faculty liaison and the Alternative Learning Coordinator. If one discipline specific workshop is missed, the liaison or department chair will correspond with the instructor to disseminate important updates. Missing two consecutive discipline specific workshops terminates the agreement with that instructor.
- Remind students of deadlines.
- Assist students with FERPA form.
- Review student roster via CampusConnection and notify BSC of any discrepancies – you will receive an email when registration processing is finalized. At this time, you **MUST** verify your roster, then print, sign, and return it to the Alternative Learning Coordinator.

- Keep your contact information in CampusConnection current. Notify payroll of any address change or change in direct deposit.
- Post final course grades (remembering to set as “approved”) via CampusConnection before the appropriate end-of-semester due date.
- Provide the college the following:
  - Course outline, course objectives, Institutional Essential Learning Outcomes (IELOs), and course syllabus
  - 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 coordinator 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.
- Accommodates teaching observation/evaluation, site visit, and/or meeting with college faculty or administrator upon request by BSC.

## **Suspension of Approval**

Failure to fulfill instructor responsibilities may result in a suspension of approval. In instances where there is substantial or consistent deficiency in the high school 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 in a BSC course taught at the high school. If a student teacher is given permission by the high school to teach said course, the course will not be made available to students to earn BSC credit.

## **Payroll**

The instructor teaching the college course will be considered a BSC adjunct instructor and will provide college-level content and learning experiences. Unless otherwise arranged, BSC will directly pay the adjunct 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 adjunct 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 a 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 office will access the class roster at the end of the semester and compensate the instructor accordingly.
- If the adjunct instructor is a high school instructor, payment for teaching a course can be made directly to the school district or high school (upon request), rather than to the individual instructor, and disbursed accordingly.
- An adjunct instructor (including a person already teaching in high school or college) who teaches a college course for BSC must fill out appropriate employment forms in the BSC Human Resources office per standard college procedure.

## **Required Professional Development**

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

Additionally, each year 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, alternative learning 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 fairly 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." With the exception of the final comment, the preceding statements can be made in private, but not where others may over-hear!

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 particular class, can be used.

Questions about FERPA should be addressed to the Academic Records office or the Alternative Learning 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 obligation, 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 BSC departmental chairperson. Instructors unable to meet scheduled classes due to unforeseen circumstances must inform the same department chair.
- In the event of an absence of more than three days, the instructor must work with the appropriate BSC departmental chairperson and academic dean to identify a qualified substitute.

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

The CORE Portal, our internal, SharePoint-based website (BSC's intranet), is the home of BSC 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 most departments on campus and your source for campus information and updates.

To access the CORE Portal, browse to <https://core.bismarckstate.edu>. Save it as a favorite, bookmark it, or access it from our BSC Home Page (bottom left corner "Employee Log-In"). As it is a secure site, you will need to authenticate using your NDUS account login and password. You do not have to be on campus or VPN to get to the site! (For non-BSC-issued systems, be sure to include "NDUS\" before your username.)

## **CampusConnection**

CampusConnection is the student administration system used by Bismarck State College and all North Dakota University System campuses. Students have many options such as add or drop courses, check on Financial Aid, pay bills, or view grades. The CampusConnection portal is a place where students have access to their information seven days a week, 24 hours a day.

## **Grading System and 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](#). Faculty 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 Early Entry Faculty evaluation** includes each of the following components

- Evaluation by Students
- Adjunct and Early Entry Faculty Performance Appraisal Classroom Observation and Evaluation by Supervisor or Peer
- Adjunct Faculty and Early Entry 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 in an effort 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.

Examples of course-specific syllabi will be provided upon request.

## **Academic Resources**

### **Library Services**

The BSC Library is a vital resources of both electronic and print information. The subscription services available to BSC students are also available to all 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.

PLACEMENT SCORES			
ENGLISH			
ASPIRE	ACT	ACCUPLACER	PLACEMENT DOMAIN
426	18-36	5-8	ENGL 110 College Composition I
MATH			
ASPIRE	ACT	ACCUPLACER	PLACEMENT DOMAIN
		Elementary Algebra	MATH 103 College Algebra
		76-120	MATH 104 Finite Math
		College Level Math	MATH 107 Pre-Calculus
431	21-23	50-89	MATH 210 Elementary Statistics
	24-36	90-120	MATH 165 Calculus I
*ACT supersedes ASPIRE scores			