College in the Schools Administrative Handbook 2011-12

Welcome to the 2011-12 College in the Schools (CIS) program!

This handbook should provide the information and resources you need to do your work as a University of Minnesota College in the Schools instructor, counselor, or administrator.

The courses available through CIS "belong" to the U of M; CIS teachers are required to teach the same content as is taught on the U campus, use the same pedagogy as used in on-campus sections, and assess students' work using the same methods as are used in on-campus sections. Most of the policies and procedures described in this handbook were introduced to ensure that the courses offered through CIS are true U of M courses.

If you can't find the answers to your questions here please contact one of the CIS staff, listed on the next page.

NEW INFORMATION

- More important than ever before to submit registration, cancellation, and withdrawal requests **BEFORE** the high school midterm *(see pp. 41-42)*

- New online tutorial available to walk you through the process of submitting registration requests *(see Quick Resource Guide on p. 3)*

- First year evaluation results from the Entry Point Project *(see p. 13)*

- Discounts for University employees expanded to include more airlines *(see p.23)*

- How to find/change your U of M password – works for students too! *(see p. 47)*

- Campus construction updates *(see Quick Resource Guide on p. 3)*

- Where busses can park during student field days *(see Appendices on p. 61)*

"CIS was a wonderful experience that I wish was available in all high schools in Minnesota!"

*2010 graduate of
White Bear Lake High School*

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Quick resource guide

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The contents of this publication may change without notice.

College in the Schools
2011-12 Administrative Handbook
Table of Contents

Each entry below is a live link to the corresponding section.

I. GENERAL PROGRAM OVERVIEW

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 during the regular school day. CIS teachers are appointed as U of M teaching specialists and are prepared and continuously supported through training provided by University faculty from the sponsoring academic departments.

College in the Schools...

- 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.

- Provides teachers with ongoing, University-based professional development workshops that are directly related to the content, pedagogy, and assessment of the University of Minnesota courses they teach through CIS

- Strengthens curricular, instructional, and professional ties between high schools and the U of M.

Minnesota PSEO law and CIS

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. The law mandates that postsecondary institutions allow selected high school students to enroll in their on-campus courses, as space allows. The law also allows schools and districts to contract with postsecondary institutions to provide postsecondary courses on site at high schools, as is the case with College in the Schools.

CURRENTLY THE LAW PROHIBITS public schools from charging students for the cost of CIS courses. The law does not, however, prohibit schools from asking for voluntary donations.

Ensuring quality: National Alliance of Concurrent Enrollment Partnerships 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 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.

State dollars available to schools offering CIS

Minnesota statute 124D.091 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 NACEP-accredited concurrent enrollment programs in order to be eligible for state reimbursement funds. High schools may also be eligible for reimbursement if they partner with a nonaccredited program that can demonstrate it meets NACEP standards.

The legislature must allocate funds each biennium to implement 124D.091. If demand exceeds the allocated funds, reimbursement to the high schools will be prorated. Neither the University of Minnesota nor institutions within the Minnesota State Colleges and University system receive any reimbursement funds.

Please contact the Minnesota Department of Education for more information.

IN ORDER TO MAINTAIN THEIR ELIGIBILITY FOR STATE FUNDING for concurrent enrollment courses, high schools must partner with concurrent enrollment programs that are accredited by NACEP, are in the process of becoming accredited, or demonstrate that they've met standards comparable to NACEP standards (see "*Ensuring Quality*" p. 6).

College in the Schools benefits . . .

Students, by providing an effective transition to full-time college study. They experience directly the high academic standards, the intense workload, and the increased personal responsibility for learning characteristic of college study. Students also enjoy greater flexibility in college, having earned enough college credits before beginning full-time study that they have time to complete internships, double majors, and/or study abroad. Students and families also greatly appreciate the tuition savings they gain through CIS participation.

CIS students are also eligible for U of M email accounts, U Cards, and library access. See the CIS Student Handbook online at our Web site under the "Student and Administrative Resources" section.

Teachers, by providing them ongoing, discipline-specific, University-based professional development and connecting them with University and collegial resources such as course listservs and Moodle sites. Teachers also have access to resources on the CIS Web site such as PowerPoint slides for presentations and comparisons of CIS, PSEO, Advanced Placement, and International Baccalaureate. Appointed as teaching specialists in the College of Continuing Education, teachers have many of the same privileges as University faculty. *See p. 23,* "University Privileges," for specific details on teacher benefits including the opportunity for first-year CIS teachers to earn college credit at minimal cost.

Schools, by providing college-credit opportunities that keep students in the high school.

The University, by enabling academic departments to engage in high quality, economically sustainable outreach to high school teachers, students, and schools. CIS also provides many students with their first direct contact with the University of Minnesota.

CIS organization and partner roles: An overview

CIS is administered within the U of M's College of Continuing Education (CCE) and is a complex partnership, relying on many different people and institutions to perform crucial work. Following is a summary of key partners—individuals, committees, staff, and institutions—and their major responsibilities. For a complete account of "Roles and Responsibilities," *see p.58.*

High schools. High schools and school districts pay CIS fees and fund classroom instruction, instructional space, textbook purchases, release time for high school teachers attending CIS workshops, substitute teachers to teach classes while CIS teachers attend CIS workshops, and transportation for students attending required CIS field days. *(See p. 56 for information about which field days are required.)* High schools maintain U of M course size limits and work closely with CIS when replacing CIS teachers. (*See p. 7 for information on* state aid *available for schools offering concurrent enrollment courses.)*

High school teachers and guidance counselors. Teachers provide classroom instruction and assist guidance counselors in student advising. *See Section VII, beginning on p. 31,* for detailed information pertinent to teacher and guidance counselor contributions.

University academic departments. Departments approve the offering of one or more of their courses through CIS and assist in the identification of faculty and staff to serve as CIS faculty coordinators and faculty assistants.

Faculty coordinators. CIS hires University of Minnesota faculty to serve as faculty coordinators for each course or set of courses. The faculty coordinator plays a critical role in ensuring that the University courses taught through CIS offer the same content, assessment, and pedagogy as used on campus. The coordinators help select, prepare, and support CIS teachers, primarily through interviewing candidates, leading teacher workshops, and observing CIS teachers teaching.

Faculty assistants. CIS offers faculty coordinators the opportunity to have an assistant. Who fills this assistant role and what kind of appointment is used varies from cohort to cohort, depending, at least in part, on the size of the cohort and the kind of work to be performed.

Course advisory committees. Each faculty coordinator is invited to appoint a course advisory committee comprising two to three teachers from the CIS teacher cohort. Advisory teachers assist faculty coordinators in planning workshops and student field days; pilot new administrative processes; advise CIS staff; etc. Advisory teachers serve one-year terms and are paid a small honorarium by CIS.

CIS advisory board. CIS has an advisory board composed of representatives from all major stakeholder groups (U of M faculty, principals, teachers, guidance counselors, superintendents, school board members, district curriculum directors, etc). The purpose of this board is to provide CIS with advice on strategic issues, extend the program's communication networks, and advocate, as needed, for CIS.

CIS administrative staff. CIS has three full-time staff and two part-time staff. Staff handle all administrative, financial, and policy matters; stakeholder relations; web and print communication; program evaluation; workshop and field day coordination; teacher application and review process; course management and student registration issues; student problems; course development; and legislative issues.

CCE Enrollment Services. Staff in the College of Continuing Education Student Services office process thousands of CIS student registration requests every term as well as all cancellations, withdrawals, and petitions. They also work with CIS staff to support teachers who are using the University's grading system for the first time.

CIS program evaluations

College in the Schools regularly evaluates the impact of CIS on students, teachers, and schools. Your cooperation—and that of your students—is critical to these efforts! Consistently we find that:

- 92-97% of responding CIS alums who sought to have their U of M credits earned through CIS recognized *by other colleges or universities* were successful.

- 98% - 99% of responding CIS alums indicate that they would recommend the program to high school students.

VISIT THE "PROGRAM EVALUATION" SECTION of the CIS Web site for more information about CIS program evaluation. http://www.cce.umn.edu/College-in-the-Schools/Program-Evaluation/index.html

Research about concurrent enrollment

Increasing the number and diversity of students successfully entering and completing degree programs in postsecondary institutions continues to be a major topic of research and discussion among educators and policy makers. Dual enrollment and concurrent enrollment are often the focus of these studies and conversations. Go to the "Dual Enrollment Research" section of our Web site to see a brief annotated bibliography of pertinent national studies and reports from organizations such as the National Governors Association, Jobs for the Future, the U.S. Department of Education, and higher education institutions and organizations.

Comparing CIS, PSEO, IB, and AP

Many people have difficulty distinguishing between CIS, PSEO, IB, and AP. Included with this handbook is a matrix that compares these similar but distinct programs. A copy is also available for download from the CIS Web site at http://www.cce.umn.edu/cis/.

Another useful comparison was made in a 2006 study by the Western Interstate Commission on Higher Education (WICHE). The study was based on a national survey of public and private colleges and universities and showed that dual/concurrent credit is recognized at almost the same rate as are AP scores.[1]

Table 3.10. Does the [postsecondary] institution grant elective or required college credit for accelerated learning options?						
Accelerated Option	Elective			Required		
	Public	Private	All	Public	Private	All
AP	75%	80%	77%	91%	92%	91%
Dual/concurrent enrollment	77%	67%	73%	92%	78%	87%
IB	39%	60%	46%	40%	63%	48%
Tech-Prep	48%	29%	39%	53%	12%	39%

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[1] Western Interstate Commission on Higher Education, Accelerated Learning Options: Moving the Needle on Access and Success, June 2006, (Chapter 3: Policies and Practices at Postsecondary Institutions, p. 31, Table 3.10)

Credits earned through CIS recognized coast to coast

CIS "alums" who are admitted to the University of Minnesota needn't worry about credit recognition: all credits earned through CIS are recorded on their permanent transcripts at the University. Students should, however, indicate on their undergraduate admission applications that they've already completed coursework at the University.

WORLD LANGUAGE STUDENTS who have completed intermediate level courses (1003 and 1004) through CIS may also be eligible—in some U of M colleges—to receive retroactive credit for the second term of the beginning level courses (1002). Students should consult with their academic advisor for more information.

CIS "alums" who attend another college or university will need to request that their U of M - credits earned through CIS be recognized; the decision whether to grant credit recognition rests entirely with that institution. Annual surveys of CIS alumni consistently show that **92-97% of respondents who request recognition at other colleges and universities for their U of M - CIS credits are successful.**

Types of credit recognition

Recognition for U of M credits earned through CIS can come in several forms. Credits may:

- Be directly transferred toward a student's college graduation requirements,
- Exempt students from taking a required course,
- Make students eligible for placement into a higher level course.

Tips for securing credit recognition

Students applying to colleges other than the University of Minnesota are advised to do the following:

- Clearly indicate on the application forms that they have taken coursework at another university or college.
- Submit an official University of Minnesota transcript as part of the application.
- Save course syllabus and written work. If a college has questions about the U of M course the student has taken through CIS or initially refuses to recognize the credit, students should present the course syllabus and their written work (completed assignments and exams) to the pertinent academic department chair or director of undergraduate education with the request that the portfolio be evaluated on an individual basis.

CIS WANTS TO KNOW AND WILL ASSIST. If transfer of credit is denied simply because the course was taken as part of the CIS program, students should contact the CIS office at 612-625-1855 or cis@umn.edu for assistance.

To obtain a U of M transcript

Students may call 612-624-1111, email helpingu@umn.edu, or visit http://onestop.umn.edu/onestop/grades.html.

To obtain a transcript without the U of M student ID

Students should use the "printable official transcript request form" available on the OneStop site (http://onestop.umn.edu/grades_and_transcripts/index.html).   A student's birth date and social security number will be used to verify his or her identity.

Resources for presentations and open houses

The Student and Administrative Resources section of the CIS Web site has links to many downloadable resources that are useful for sharing information about CIS.   Among the resources are:

- Comparisons of AP, IB, PSEO, and CIS

- CIS: A Crash Course

- Ensuring University Quality

- PowerPoint slides (which you can customize) that briefly describe College in the Schools.

  Additional resources are available in other sections of the CIS Web site, as noted below:

- Sample agendas from teacher professional development workshops (located at http://www.cce.umn.edu/College-in-the-Schools/; follow the Professional Development link located toward the bottom of the page.)

- Sample syllabi from U of M courses offered through CIS (located on the CIS Web site at http://www.cce.umn.edu/College-in-the-Schools/; click on the Course Offerings link in the left-hand navigation, and select a course from the list)

- Summaries of research (located on the CIS Web site at http://www.cce.umn.edu/College-in-the-Schools/; click on the Dual Enrollment Research link in the left-hand navigation)

Brochures and posters available

Teachers and administrators may also request **brochures** for meetings, school open houses, parent/teacher conferences, or just to have available for students. Contact Julie Williams at juliew@umn.edu or 612-626-8179 to have these mailed to you.

Two kinds of **posters** are available from the CIS office:

- A promotional poster listing benefits for students taking U of M courses through CIS (11" X 17"). Intended for posting in guidance offices.

- A classroom poster that identifies the classroom as a University of Minnesota classroom (11" X 17").

Contact Julie Williams at juliew@umn.edu or 612-626-8179 to make arrangements to pick posters up when you are on campus.
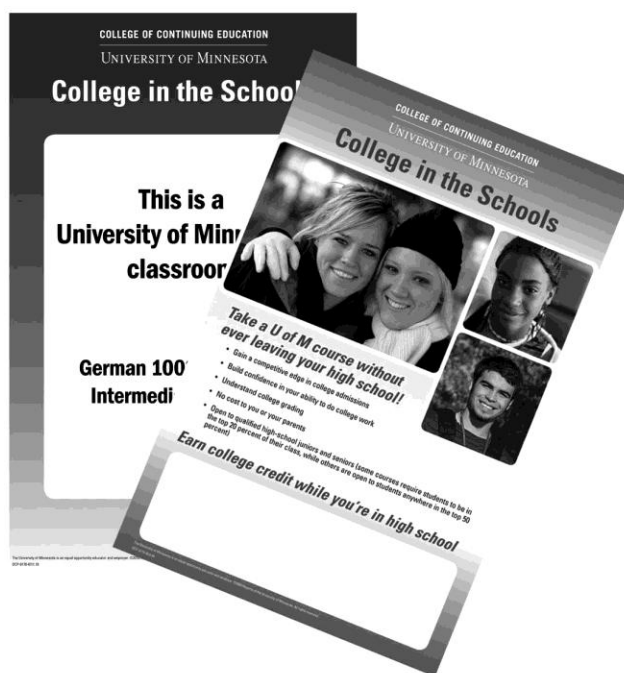
"I am more confident in going with my own ideas and what I know to answer questions and problems. I don't need such explicit instructions.."

Physics by Inquiry student

Entry Point Project broadens CIS audience

College in the Schools launched the Entry Point Project (EPP) in fall 2009 as a means of broadening the academic and demographic range of students it serves. The university's Department of Postsecondary Teaching and Learning and Department of Writing Studies are partners in this effort.

Pedagogy accommodates wide range of learning styles and student backgrounds

EPP comprises three regular credit-bearing university courses: WRIT 1201-Writing Studio; PSTL 1006 – Mathematical Modeling and Predictions; and PSTL 1163 – Physics by Inquiry. All three courses employ Universal Instructional Design, a 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;

- Uses 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.

Intended student audience includes students who are . . .

- Members of racial or ethnic minorities

- First generation college-bound students

- Multilingual/ELL

- From families of low to moderate income

- In the top 50th – 20th percent of their high school class

- In need of additional language and writing support

- Committed to pursuing college majors or careers in math or science, but are unsure of their math, writing, or science skills

- Certain that they do not want to pursue college majors or careers in math or science

Results from Entry Point Project pilot year (2009-10) are positive

Data from EPP's first year show that CIS was successful in reaching a diverse student audience:

- 60% of EPP students were students of color.

- 56% of EPP students came from homes in which English was not the primary language spoken.

- 62% of EPP students had qualified for free or reduced-price lunches at some time in the past.

- 48% of EPP students came from homes where neither parent attended college.

Data also show that EPP students were successful:

- 91% of students in EPP courses earned grades of C or better. (Compare to 92% of the students in on-campus sections of the same courses that earned grades of C or better.)

- In addition, preliminary data from 2001-2010 on 79 students who took WRIT 1201 in their high school and took the next writing course in the sequence (WRIT 1301 University Writing) on the U of M campus shows no statistical difference in their performance compared to students who took both courses on campus. (WRIT 1201 was the only EPP course offered before fall 2009.)

Enrollment requirement

To ensure that the target audience is well served, at least 60% of the class seats must be filled by students meeting the required student qualifications for each course (see descriptions below). Teachers and schools may also exercise discretion in targeting particular groups mentioned above who are currently underserved in their schools, giving priority to students in those groups.

Entry Point Project course descriptions

Mathematical Modeling and Prediction (PSTL 1006)

- **Credits:** Three University of Minnesota semester credits

- **U of M requirements met with this course:** Meets a U of M liberal education requirement in Mathematical Thinking

- **U of M catalog description:** Construction of mathematical models from the viewpoints of theory and real data. Those models are then used to describe real world phenomena, making predictions. Theoretical/practical development. Applications of linear, polynomial, rational, exponential, and logarithmic functions. Curve fitting, logistic equations.

- **Additional course information:** *PSTL 1006 is a capstone algebra course and may be suitable for replacing a high school algebra III course.* It introduces students to the art of mathematical prediction through algebraic modeling and elementary probability theory. The class covers techniques of representing the behavior of real-world data with algebraic equations, including linear, polynomial, exponential and logarithmic functions. Students also learn basic probability theory including counting methods and conditional probability. The class

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emphasizes the use of traditional algebraic methods and technologies such as graphing calculators and Excel spreadsheets to find equations that accurately represent the behavior of real-world data. There are several modeling assignments throughout the semester in which students develop mathematical strategies for solving realistic problems. The emphasis on real-world problem-solving applications, delivered through non-traditional teaching methods, creates a challenging class in which students compare and evaluate mathematical arguments on a daily basis. Students improve their ability to communicate and evaluate mathematical reasoning.

- **Relationship to calculus and precalculus:** Precalculus normally includes trigonometry. PSTL 1006 does not include trigonometry. Students usually study trigonometry before studying standard calculus. So this class might not suit the needs of a student who wants to take calculus in high school—they would instead take precalculus or trigonometry as a junior. A student who wants to take calculus in college, but who feels weak in math, could take this class in the junior year and then precalculus or trigonometry in the senior year.

  At the University of Minnesota, if a student gets an A or B in 1006, then the student is eligible for Precalculus II (which includes trigonometry) or short calculus (a less intense version of calculus I and II).

- **Student qualifications:** Students enrolling in Mathematical Modeling and Prediction must be juniors or seniors in high school between the top 50% and top 20% of their class, or have instructor approval, to participate. They must also have completed high school Algebra I and II courses with grades of at least a C+.

- **Textbook:** Various texts can be used after approval by the faculty coordinator.

Physics by Inquiry (PsTL 1163)

- **Credits:** Four University of Minnesota semester credits

- **U of M requirements met with this course:** Meets a U of M liberal education requirement in Physical Sciences

- **U of M catalog description:** Lab-based introduction. Properties of matter, electric circuits, light/color. Performing experiments similar to the way real scientists work. Applications to real-world systems.

- **Additional course information:** PSTL 1163 is an introductory physics course that simulates the way scientists discover and create knowledge. The course is designed for students with non-science majors or elementary education majors. The entire class period is a lab—there are no lectures. Students work in small groups to perform experiments, make observations, develop theories of how things work, and test those theories by performing further experiments. They will learn to construct an argument and justify it using evidence. Students are expected to provide full written explanations of their process and conclusions. Students who have responded well to PSTL 1163 are those who enjoy learning by doing, work well with others, are comfortable with large amounts of writing, and who might be a little afraid of physics and math.

- **Student qualifications:** Students enrolling in PSTL 1163 must be a junior or senior in high school, between the top 50% and top 20% of their class. They must also have earned a B or better in a rigorous high school algebra I class and/or have the recommendation of a teacher.

- **Textbooks:** *Physics by Inquiry*, Custom 2005 Edition by Mcdermott; ISBN number 9780471788119. Approximate cost at U of M bookstore in 2010: $75.00

- **Lab equipment:** Most necessary equipment is relatively inexpensive. Expensive items (such as balances) may already be owned by the school or can be shared with other science classes.

Writing Studio (WRIT 1201)

- **Credits:** Four University of Minnesota semester credits

- **U of M requirements met with this course:** WRIT 1201 may be used to meet elective requirements.

- **U of M catalog description:** Introduction to and practice of writing process. Critical reading, rhetorical analysis for understanding of audience, purpose, and argumentation strategies. Formal assignments: summary/analytical writing, source-based writing.

- **Additional course information:** Develop academic reading, writing, and research skills. Students write in response to a variety of assignments, receive extensive one-on-one assistance, and work on computers. Clear/effective expression emphasized through writing/revision.

- **Student qualifications:** Students enrolling in WRIT 1201 should have a GPA of 3.0 or better; score 3 or better on teacher-created qualifying essay; pass MCA exams in writing & reading; have a teacher or counselor recommendation; and be a junior or senior between the top 50% and top 20% of their class.

- **Textbooks:** An extended autobiographical narrative. The main criteria for choosing the autobiographical text are that it be engaging and accessible, that it deal with educational growth, and that it be written by a member of an underrepresented ethnic group. Past WRIT 1201 classes have used *The Color of Water*, by James McBride; *The Lucky Child* by Loung Ung; or *The Latehomecomer* by Kao Kalia Yang; *A Choice of Weapons* by Gordon Parks. We are always looking for more texts that might be used.

   Expository readings on the theme of education. These readings should be reasonably accessible expository pieces which raise questions, suggest perspectives, and invite reflection on the topic of education. Currently, most WRIT 1201 courses use articles from *Rethinking Schools: An Agenda for Reform*, ed. David Levine.

"I realized I needed to buckle down."

2010 graduate of Edison High School

THE U OF M OFFERS MORE THAN 30 COURSES THROUGH COLLEGE IN THE SCHOOLS. Descriptions of the other courses are available on the Web site at http://www.cce.umn.edu/College-in-the-Schools/

II. COURSES, CLASS SIZE LIMITS, AND STUDENT ELIGIBILITY

U of M courses offered by CIS (2011-12)

In 2011-12 CIS will offer 36 courses from five curriculum areas. All courses are approved for University degree credit. For course descriptions, textbook requirements, and sample syllabi, visit the "Course Offerings" section of the CIS Web site.

U of M Course Title	U of M Course Designator	Semester Credits
English and Communications Studies		
Introduction to Public Speaking	COMM 1101	3
Introduction to Literature: Poetry, Drama, Narrative	ENGL 1001W	4
Writing Studio **(Entry Point Project)**	WRIT 1201	4
University Writing	WRIT 1301	4
Mathematics		
CSE Calculus I	MATH 1371	4
Mathematical Modeling and Prediction **(Entry Point Project)**	PSTL 1006	3
Science		
Introductory Animal Science	ANSC 1101	4
Plant Propagation	HORT 1001	4
Essentials of Human Anatomy and Physiology	PSTL 1135	4
Introductory College Physics I	PHYS 1101W	4
Physics by Inquiry **(Entry Point Project)**	PSTL 1163	4
Social Sciences		
Principles of Microeconomics (Applied Economics)	APEC 1101	4
Principles of Macroeconomics (Applied Economics)	APEC 1102	3
Authority and Rebellion: American History to 1865	HIST 1307	3
Global America: U.S. History Since 1865	HIST 1308	3
American Democracy in a Changing World (Political Science)	POL 1001	4
Introduction to Psychology	PSY 1001	4

U of M Course Title	U of M Course Designator	Semester Credits
World and Classical Languages		
Beginning Modern Chinese	CHN 1011	6
Beginning Modern Chinese	CHN 1012	6
Intermediate Modern Chinese	CHN 3021	5
Intermediate Modern Chinese	CHN 3022	5
Intermediate French	FREN 1003	5
Intermediate French	FREN 1004	5
Intermediate German	GER 1003	5
Intermediate German	GER 1004	5
Beginning Hebrew I	HEBR 1001	5
Beginning Hebrew II	HEBR 1002	5
Intermediate Hebrew I	HEBR 3011	5
Intermediate Hebrew II	HEBR 3012	5
Advanced Modern Hebrew	HEBR 3090	3
Beginning Japanese	JPN 1011	6
Beginning Japanese	JPN 1012	6
Intermediate Latin Prose	LAT 3003	4
Intermediate Latin Poetry: Vergil	LAT 3004	4
Intermediate Spanish	SPAN 1003	5
Intermediate Spanish	SPAN 1004	5

University of Minnesota class size limits (by course)

Both the University of Minnesota and the National Alliance of Concurrent Enrollment Partnerships require CIS to follow the course-size limits stipulated by academic departments at the U of M-Twin Cities. *See the table below for specific class size limits.*

U of M Course Title	U of M Course Designator	Class Size Limit
English and Communications Studies		
Introduction to Public Speaking	COMM 1101	27
Introduction to Literature: Poetry, Drama, Narrative	ENGL 1001W	25
Writing Studio **(Entry Point Project)**	WRIT 1201	22
University Writing	WRIT 1301	24

U of M Course Title	U of M Course Designator	Class Size Limit
Mathematics		
CSE Calculus I	MATH 1371	25
Mathematical Modeling and Prediction **(Entry Point Project)**	PSTL 1006	40
Science		
Introductory Animal Science	ANSC 1101	50
Plant Propagation	HORT 1001	25 – 30 depending on capacity of lab
Essentials of Human Anatomy and Physiology	PSTL 1135	capacity of lab
Introductory College Physics I	PHYS 1101W	25
Physics by Inquiry **(Entry Point Project)**	PSTL 1163	24
Social Sciences		
Principles of Microeconomics/Macroeconomics (Applied Economics)	APEC 1101/1102	35
Authority and Rebellion: American History to 1865/ Global America: U.S. History Since 1865	HIST 1307 /1308	45 lecture; 25 discussion sections
American Democracy in a Changing World (Political Science)	POL 1001	30
Introduction to Psychology	PSY 1001	25
World and Classical Languages		
Beginning Modern Chinese	CHN 1011/1012	19
Intermediate Modern Chinese	CHN 3021/3022	17
Intermediate French	FREN 1003/1004	24
Intermediate German	GER 1003/1004	24
Beginning/Intermediate/Advanced Hebrew	HEBR 1001/1002 3011/3012 and 3090	22
Beginning Japanese	JPN 1011/1012	19
Intermediate Latin Prose/Poetry	LAT 3003/3004	22
Intermediate Spanish	SPAN 1003/1004	25

CIS REQUIRES THAT AT LEAST 75% of the students in a U of M course offered by CIS be registered for U of M credit. Class size limits apply to the whole class—students who are enrolled for U of M credit as well as those who are not. Please contact the CIS office with concerns about meeting the U of M class size limits.

CIS student eligibility criteria (by course)

Students who enroll in a U of M course through CIS will be challenged by the experience of college course work. The criteria for approval are intended to identify those students most likely to succeed in meeting this challenge. CIS instructors are responsible for confirming that students meet any U of M course prerequisites as well as CIS eligibility requirements. CIS instructors should (1) use the approval criteria noted below to approve students for enrollment in U of M courses offered through CIS, and (2) notify students of their status, viz., approved or not approved for enrollment, in the U of M course to which they applied.

EXCEPTIONS: Instructors have the authority to make exceptions to the CIS student eligibility criteria on a case-by-case basis. Students may be admitted into U of M courses offered through CIS on a space available basis when the CIS instructor believes that the student's past academic achievement and motivation indicate that s/he will be successful in the university course.

U of M Course Title	U of M Course Designator	CIS Eligibility Requirements	CIS Class Requirements
English and Communications Studies			
Introduction to Public Speaking	COMM 1101	class rank: top 50%	junior or senior
Introduction to Literature: Poetry, Drama, Narrative	ENGL 1001W	class rank: top 30%	senior status recommended
Writing Studio **(Entry Point Project)**	WRIT 1201	GPA 3.0 or better; score 3 or better on PSTL Commanding English essay; pass MN MCA exams in writing & reading; teacher or counselor recommendation; and between the top 50% and top 20% of their class *(see p. 15 for more information)*	junior or senior
University Writing	WRIT 1301	class rank: top 20%	senior status required
Mathematics			
CSE Calculus I	MATH 1371	A or A- in rigorous pre-calc class	junior or senior
Mathematical Modeling and Prediction **(Entry Point Project)**	PSTL 1006	earned C+ or better in high school algebra I and II classes; teacher or counselor recommendation; and between the top 50% and top 20% of their class *(see p. 13 for more information)*	junior or senior
Science			
Introductory Animal Science	ANSC 1101	class rank: top 50%	junior or senior
Plant Propagation	HORT 1001	class rank: top 50%	junior or senior
Essentials of Human Anatomy and Physiology	PSTL 1135	earned a B or better in rigorous h.s. chemistry course	junior or senior
Introductory College Physics I	PHYS 1101W	class rank: top 20%; earned B or better in rigorous high school algebra2/trig course (or equivalent)	junior or senior
Physics by Inquiry **(Entry Point Project)**	PSTL 1163	between the top 50% and top 20% of their class*(see p. 14 for more information)*	junior or senior

U of M Course Title	U of M Course Designator	CIS Eligibility Requirements	CIS Class Requirements
Social Sciences			
Principles of Microeconomics/Macroeconomics (Applied Economics)	APEC 1101/1102	class rank: top 20%; must have completed 1101 before enrolling in 1102.	senior status recommended
Authority and Rebellion: American History to 1865/Global America: U.S. History Since 1865	HIST 1307/1308	class rank: top 30%	junior or senior
American Democracy in a Changing World (Political Science)	POL 1001	class rank: top 20%	senior status recommended
Introduction to Psychology	PSY 1001	class rank: top 20% or instructor approval; previous coursework in HS psychology or HS biology, and reading score review are recommended	junior or senior
World and Classical Languages			
Beginning Modern Chinese	CHN 1011/1012	placement exam and teacher recommendation	junior or senior
Intermediate Modern Chinese	CHN 3022	placement exam and teacher recommendation	junior or senior
Intermediate French	FREN 1003/1004	class rank: top 30%; students must have completed FREN 1002 or equivalent course before enrolling in 1003; students must have completed FREN 1003 with a grade of C- or better in order to enroll in FREN 1004	junior or senior
Intermediate German	GER 1003/1004	class rank: top 30%; students must hve completed GER 1002 or equivalent course before enrolling in 1003.	junior or senior
Beginning Hebrew	HEBR 1001/1002	students must have completed HEBR 1001 with a C- or better before enrolling in 1002.	junior or senior
Intermediate Hebrew	HEBR 3011/3012	students must have completed HEBR 1002 with a C- or better before enrolling in 3011; students must have completed HEBR 3011 with a C- or better before enrolling in 3012.	junior or senior
Advanced Modern Hebrew	HEBR 3090	class rank: top 30%; students must have completed HEBR 3012.	junior or senior
Beginning Japanese	JPN 1011/1012	Instructor approval; must have completed JPN 1011 before enrolling in 1012.	junior or senior
Intermediate Latin Prose/Poetry	LAT 3003/3004	class rank: top 30%; must have completed LAT 1002 or equivalent with C- before enrolling in 3003	junior or senior
Intermediate Spanish	SPAN 1003/1004	class rank: top 30%; must have completed SPAN 1002 or equivalent before enrolling in 1003; must have completed 1003 before enrolling in 1004.	junior or senior

III. APPLYING TO TEACH A U OF M COURSE THROUGH CIS

Application process

High school teachers who wish to teach a U of M course through CIS go through an application process to demonstrate that they meet the qualifications set by the U of M academic department in which they wish to teach. Prospective CIS teachers submit an application and supporting documents and are interviewed by the CIS associate director and the CIS faculty coordinator from the relevant department. If accepted, teachers are appointed teaching specialists in the University of Minnesota's College of Continuing Education.

NOTE: Teachers typically teach only one CIS course during their first year. Teachers who would like to teach additional U of M courses in following years will need to apply separately for each additional course and be approved by the CIS program and faculty coordinator.

To access detailed information about specific U of M courses offered through CIS, visit the "Course Offerings" section of our Web site. An **applicant handbook**, complete with forms, can be downloaded from the "Application and Teacher Qualifications" section of our Web site.

Teacher qualifications

University academic departments define specific requirements for teacher qualifications; departmental requirements differ, department to department. CIS requires that *all* teachers have successfully completed significant course work in the field and have a record of teaching advanced courses using current pedagogy to high school juniors and seniors. Additional preparation may be required before teaching a U of M course. Interested teachers and administrators should review specific qualifications by visiting the "Application and Teacher Qualifications" section of our Web site.

CIS teachers are typically experienced teachers and lifelong learners, committed to staying current with both pedagogy and content through reading and ongoing professional development. They are energetic and committed to challenging both themselves and their students. CIS teachers value participation in a vibrant community of learners.

"I am very glad I took CIS classes and wish I would have taken more. The credits transferred and are greatly appreciated. My teacher was terrific."

2010 graduate of Eastview High School

Application deadline

Although teacher applications are accepted year round, applications must be postmarked by April 15, 2012 for consideration for the 2012-13 academic year.

EXCEPTIONS: CIS understands that schools already participating in CIS may learn after April 15 that they need to replace a CIS teacher. Should this occur, please alert CIS as soon as possible so that accommodations can be made for late applicants.

Apply early!

CIS encourages teachers to apply 12 – 18 months in advance of teaching the U of M course. This generous lead time allows schools to address issues that may arise during the teacher application process, namely, finding another qualified teacher if the initial applicant is denied and allowing provisionally accepted teachers to complete the required preparatory work before they teach. This lead time also allows schools to be completely confident that they will be able to offer the U of M course and include it in their student registration materials.

Professional development workshops after acceptance into CIS

New teachers are required to attend three different types of professional development workshops the summer before they begin teaching for the University: a discipline-specific workshop for new teachers (usually one to three days), a discipline-specific workshop for continuing and new teachers (usually one to three days), and a new teacher orientation workshop for teachers of all disciplines (one day). The summer workshop schedule is announced as soon as all dates are confirmed by the CIS faculty coordinators. Disciplines also require attendance at workshops during the academic year (one day each term).

Curricular and instructional support for CIS teachers

In addition to discipline-specific workshops, CIS faculty coordinators are available to CIS teachers through classroom visits, phone calls, webinars, and emails. Teachers collaborate and provide each other with support through course listservs and course-specific resource Moodle sites. Other resources include Web sites developed by University librarians to provide easy access to online journals, articles, and other discipline-specific, and even assignment-specific, resources for CIS teachers and students.

IV. CIS TEACHERS: UNIVERSITY PRIVILEGES

CIS instructors enjoy the following benefits by virtue of teaching for the University:

Professional development and ongoing support from University faculty and CIS. In addition to regular discipline-specific workshops led by University faculty, teachers also have access to ongoing support through course listservs and Moodle sites. Comparisons of AP, IB, PSEO, and CIS; PowerPoint slides for presentations; CIS event calendars; and other resources are available through the CIS Web site (www.cce.umn.edu/College-in-the-Schools/) by following the link to Student and Administrator Resources in the left hand navigation.

Free email account. Approximately ten business days after submitting the U of M Human Resources Information Form, new teachers will receive a letter from the CIS office indicating their U of M ID number and internet ID (aka x.500 username). With this information they will be able to activate their U of M email account, and then forward messages from the U email system into their primary account. **CIS teachers are required to activate and monitor** their U of M email accounts. *See instructions on page 27.*

U Card, library access, and U of M facilities access.   To obtain a U Card, teachers must bring a picture ID (driver's license, passport, or state I.D.) to the U Card office. Call (612) 626-9900 or visit http://www.umn.edu/ucard for information on U Card office hours and locations. Call (612) 624-4552 or visit http://www.lib.umn.edu/ for information on current library hours and locations. Some facilities, such as the recreational and sports facilities, require a participation fee.

Moodle access. Moodle is a very powerful course management system with many features that might be useful in teaching your CIS course. CIS teachers, like other University faculty, are able to create their own Moodle sites, hosted on University servers, and control access privileges.

Option to earn tuition-free graduate credit. Some of the academic departments that work with CIS offer first-year CIS teachers the opportunity to register for a directed study. As with any directed study, the particular requirements of the course are stipulated by the faculty member teaching it. Teachers may contact the CIS office to see if the department in which they teach is offering this benefit. Teachers should register for this credit through the CIS office to ensure that they are not billed.

Discounts on tickets, computers and software, Internet access and more. U of M faculty and staff are eligible to purchase a variety of goods and services at a discount made possible through university purchasing agreements with selected vendors.

For more information visit the UPerks Web site at http://www1.umn.edu/ohr/benefits/uperks/discounts/index.html.

Discounts on many airlines are available to University employees for personal travel. Visit http://travel.umn.edu/onlineres.php for more information. The first time you use the system you will be asked to complete the Cliqbook Registration. To do so, select the following options from the dropdown lists (in this order):

> What is your position? Staff
> College Campus Unit: Continuing Education, Col of - CCEXX
> CCEXX Department: CCE College in the Schools (number)

V. CIS TEACHERS: RESPONSIBILITIES

1. Attend teacher workshops

CIS teachers are required to attend and sign in at all CIS professional development workshops. Attendance is critical because the workshops function as faculty meetings for U of M - CIS courses. They provide opportunities for teachers to keep updated on the University course they are teaching as well as to participate in the intellectual and collegial community of the University and CIS. Regular workshop attendance is also a requirement for NACEP accreditation of CIS.

When circumstances beyond a teacher's control prevent her or him from attending a workshop, he or she is expected to contact the faculty coordinator to discuss the meeting's agenda. Should a CIS teacher develop a pattern of repeated absences over a two-year period, the CIS faculty coordinator and/or CIS director will discuss the situation with the teacher and may notify the school administration of their concerns. If the participation pattern is not reversed, CIS may decide that the teacher can no longer serve as a CIS instructor.

WHEN CIS INSTRUCTORS ARE NOT TEACHING the University course, participation in the professional deve lopment workshops is highly recommended and may be required at the discretion of the faculty coordinator. If a CIS instructor is inactive for a number of years additional professional development may be required by the department before teaching the U course again.

CIS staff prepares and collects sign-in sheets at every teacher workshop and provides faculty coordinators a list of teachers and their attendance record at the end of each academic year. The liaison from the staff confers with faculty coordinators annually, reviewing the report on teacher attendance. CIS staff provides teachers with letters documenting the hours of professional development after each workshop.

2. Regularly monitor your U of M email

The CIS office sends all official communication to teachers via their U of M email accounts, during the school year AND during the summer months. It is essential that CIS teachers regularly monitor their U of M email accounts. Critical and timely information about course management, workshops, and field days will arrive via U of M email.

NOTE: To eliminate the chore of checking multiple email accounts, teachers may forward their U of M email to another preferred account (see p. 27 for instructions).

3. Advise students

CIS teachers and school guidance counselors play a critical role in helping students make informed decisions about participating in CIS. High school staff are in the best position to help students understand the significant differences between U of M courses and typical high school courses. (For information about advising resources, deadlines for withdrawing or dropping a CIS class, and working with students who have active IEP's or 504 plans *see pp. 44-46.)*

4. Monitor class enrollment for compliance with CIS policy

Non-CIS students in U of M - CIS course

College in the Schools requires that at least 75% of the students in a U of M - CIS course be registered for U of M credit. This requirement is critical to ensuring that the course functions at a university level.

NON-CIS STUDENTS WILL NOT HAVE ACCESS to U of M resources such as Web Vista or Moodle.

Class size limits

The **total** number of students in a U of M course offered through CIS, including those students enrolled for U of M credit **and** those students enrolled only for high school credit, must not exceed the class size limits stipulated by U of M – Twin Cities academic departments *(see p. 17).*

Reaching the target population in Entry Point Project classes

Entry Point Project courses are intended to serve students who belong to at least one of these groups:

- Racial or ethnic minorities
- First generation college-bound students
- Multilingual/ELL
- From families of low to moderate income
- Top 50th – 20th percent of their high school class
- Need additional language and writing support
- Committed to pursuing college majors or careers in math or science, but are unsure of their math, writing, or science skills
- Certain that they do not want to pursue college majors or careers in math or science

To ensure that the target audience is well served, teachers are asked to ensure that at least 60% of the students they approve for an EPP course belong to one to one or more of the groups listed above. (For more information about the Entry Point Project, *see p.12*)

5. Observe U of M - CIS administrative timelines

CIS uses the University-wide PeopleSoft system for establishing CIS teachers as affiliated University faculty, creating the U of M - CIS course sections, registering CIS students at the University, and submitting student grades. Your cooperation in meeting deadlines is critical to accomplishing this work with minimal difficulty.   (For a complete "how-to" guide on administering a U of M - CIS course, *see Section VII, beginning on p. 31)*

6. Facilitate program evaluation

The University and College in the Schools use three student surveys and one staff survey to gather feedback about the courses and program, document the impact, and help us understand more about the students that we all serve. The Student Rating of Teaching (SRT) is a University-required student survey that CIS mails to teachers near the end of each term. Teachers are responsible for ensuring that University protocols are followed when administering the SRT *(see p. 33 for more information about the SRTs).*

The other two student surveys are sent by the CIS office to CIS alums one year and four years after their high school graduation. The information CIS gathers from these surveys is critical. Student-reported data about the transferability of the credits earned through CIS and information about the academic trajectory of CIS alums helps us document the impact of the program and also understand ways to improve it. We ask teachers to prepare students to expect surveys from CIS and to explain the importance of responding.

CIS also regularly surveys high school teachers, counselors, and administrators from our partner schools. As with the student surveys, the responses we receive from staff at the high schools provide valuable feedback and help us make improvements in the program. Responding to the teacher survey is an important responsibility of CIS teachers. These surveys are also required by NACEP for continued NACEP accreditation

VI. NEW CIS TEACHERS: GETTING STARTED

1. Initiate required University email and X.500 access (Internet account and initial password)

All CIS teachers are required to activate their University X.500 accounts; activating this account is essential as University security protocol requires CIS to use U of M email addresses. The University also requires that course grades be submitted electronically; you must use your X.500 account to submit grades electronically.   Four simple steps are required:

- Fill out a University human resources information form available for download on the "Student and Administrative Resources" section of our Web site.

- Return the form to the CIS office for processing. You will then be officially entered into the University PeopleSoft system.

- Approximately two weeks later you will receive a letter from CIS containing your Internet ID (a.k.a X.500 username) and instructions to call (612) 301-HELP (4357) for an initial password.

- Visit https://www.umn.edu/login. The first time you log on you will be asked to provide a new password.

2. Forward your U of M email to your preferred email account

CIS will send all notifications about workshops and field days, as well as other important information, to your U of M email address. **You are responsible for regularly monitoring your U of M email account.** To eliminate the chore of checking multiple email accounts, you may forward your U of M email to another preferred account. To set up mail forwarding follow the instructions below or call (612) 301-HELP for assistance.

1. Open your U of M email. There are several ways you can do this; one way is to go to http://onestop.umn.edu/ and click on the link to **MyU.** Enter your University Internet ID and Password (*see p. above if you do not have these*). Click on the email link in the left hand column.

2. When your Google Inbox opens, click on the small gear symbol in the upper right corner of your Google mail window. This symbol is also used on the toolbars of some browsers; if the rest of these instructions seem quite confusing, it may be because you have selected the gear symbol on your browser toolbar rather than the gear symbol in your Google mail window.

3. Select **Mail Settings** from the dropdown menu.

4. Select **Forwarding and POP/IMAP** from the tabs at the top.

5. Click on **Add a Forwarding Address** and follow the prompts.

6. **BE SURE TO SAVE** your new settings after you get mail forwarding set up. The **Save Changes** button is at the very bottom of the Forwarding window.

3. Activate Moodle access

Many of the CIS cohorts sponsor course-specific Moodle resource sites for teachers. Before teachers can access the Moodle resource site for their cohort, they need to initiate their University email and X.500 access (*see p. 27*) **AND** activate their Moodle account **AND** be "enrolled" in the site, i.e. added to a list of people with permission to enter a particular site.

To activate your account and be enrolled in the resource site for your cohort, follow these three steps:

1. Go to http://moodle.umn.edu and click on **Log in**.

2. Enter your U of M (X.500) ID and password. That's it. Your Moodle account is active.

3. Send an email to Julie Williams at juliew@umn.edu to let her know that your account is active and that you want access. Be sure to include the subject you teach in your email. Julie will enroll you in the site.

Three ways to find your Moodle page:

*   Go directly to: https://moodle.umn.edu/course/view.php?id=4056 (Bookmark it!)

*   Go to http://moodle.umn.edu . Click "**login**" in the upper right corner. Once you are logged in, all of your courses will show up on the home page.

*   Login to your **MyU** portal at http://www.myu.umn.edu . You will find links to any Moodle sites you have access to under the "**My courses and teaching**" tab.

IF YOU ARE ASKED FOR AN ENROLLMENT KEY when you try to access the Moodle page for your CIS course or if the course is not listed on your Moodle homepage or in your MyU Portal be sure that you have completed step number 3 above.

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4. Attend professional development workshops the summer before teaching

All new CIS teachers will also work with the faculty coordinator for the discipline to prepare the content, pedagogy, assessment, and syllabus for the University course they will be teaching.

WORKSHOP ATTENDANCE IS REQUIRED. See p. 24 for the workshop attendance policy.

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5. Attend new teacher orientation

All teachers new to CIS are required to attend the new teacher orientation (NTO) held each summer. The NTO will familiarize teachers with administrative processes and policies relevant to teaching for the University. Teachers will also receive training on using the University library system.

6. Provide the CIS office with information about the sections you will be teaching

In late May or early June, we will send an email with a link to an online survey asking you what and when you plan to teach in the following academic year. Please respond promptly so that we may complete the electronic setup of your courses in the summer, thereby facilitating faster registration of students in the fall.

You may not know with certainty the starting and ending dates of next year's courses, but please submit course setup information with the most accurate dates available at the time. When you do learn the official dates, be sure to give them to Cynthia Tidball (tidba002@umn.edu or 612-626-0214). Having correct start and end dates is important as the U of M's electronic grading process is keyed to these dates.

Adding or eliminating sections

If you learn that you will have additional or fewer CIS sections than originally planned, please remember to inform Cynthia Tidball.

7. Participate in required student privacy rights trainings

The University requires all new faculty and staff to complete three short online training modules about the Family Educational and Right to Privacy Act (FERPA). This act identifies the information that you can share with families about students enrolled in your CIS course for college credit. You will receive a notice from the University (not from CIS) along with a link to the tutorials shortly after you initiate your University email account.

8. Create a U of M syllabus

The University requires certain information be included on all U of M syllabi. Specific departments may have additional requirements. *See p. 51* for a syllabus preparation check list and consult with your U of M faculty coordinator for specifics. Sample syllabi are also available on the CIS Web site at http://www.cce.umn.edu/College-in-the-Schools/.

"It has prepared them for college by showing them how challenging classes really are."

Ryan Lester, teacher
Hmong College Prep Academy

9. Bookmark CIS, U of M One Stop, and the Center for Teaching and Learning Web sites

You will be returning to these Web sites repeatedly throughout the year to access resources, information, systems, and forms.

- **CIS:** http://www.cce.umn.edu/College-in-the-Schools/
  You'll find information about how concurrent enrollment compares to other accelerated learning options such as AP or IB, forms, concurrent enrollment research , CIS program evaluations, and more.

- **One Stop:** http://onestop.umn.edu/
  From One Stop you can access online grading, human resources, your U email, and MyU, where you will find a link to a Moodle resource site for your course, if your cohort has such a site.

- **Center for Teaching and Learning:** http://www1.umn.edu/ohr/teachlearn/index.html
  The Center for Teaching and Learning offers many online workshops and tutorials including:

  - Active Learning with PowerPoint

  - Designing Smart Lectures

  - Savvy Web Searching

  - Making Active Learning Work

  - Syllabus Tutorial

  - Writing Your Teaching Philosophy

  - Cooperative Quizzes

  - Internationalizing by Design
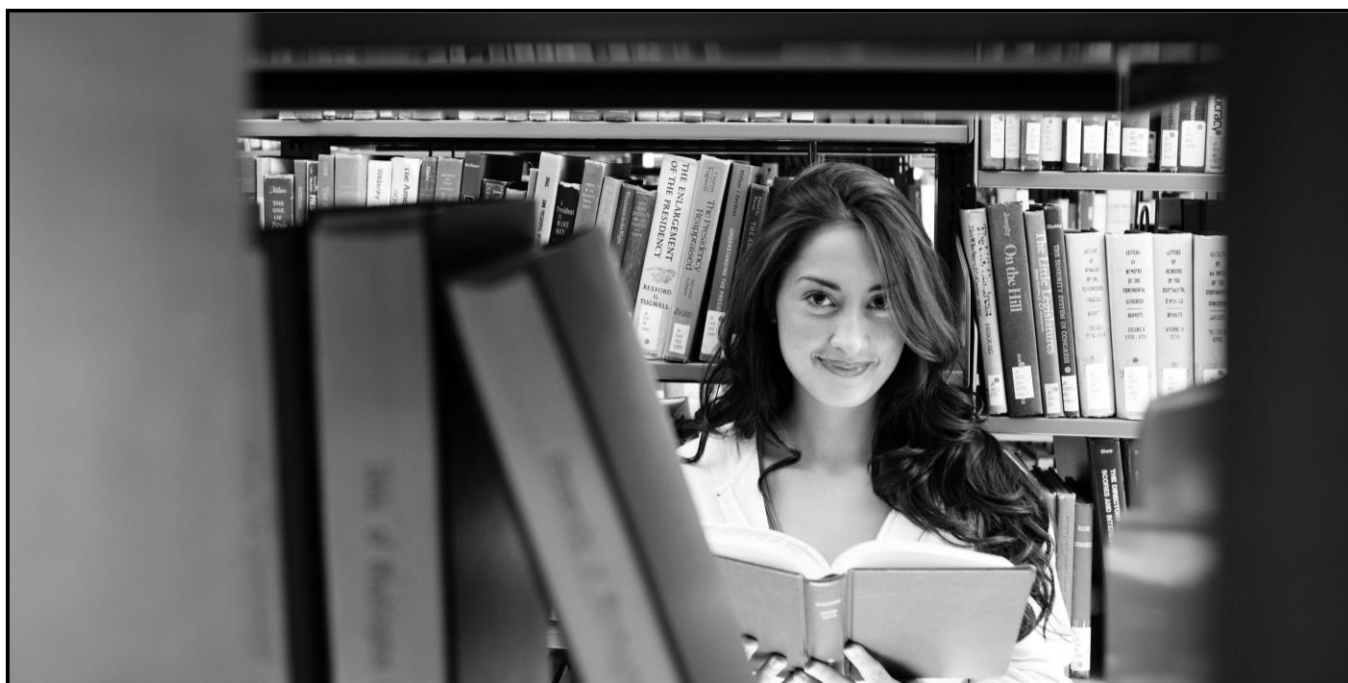
VII. COURSE MANAGEMENT: A "HOW-TO" GUIDE

This how-to guide is divided into two sections:

- **SECTION A:** A course management check list, arranged chronologically, which may be useful in keeping track of what you need to do and when.
- **SECTION B:** A list of topics, arranged alphabetically, which includes critical policies and processes.

SECTION A: Check list arranged chronologically

Course management check list

The CIS office will send you emails, reminding you to take many of the actions listed below. Remember to save emails you need for future reference!

YOU CAN FIND THIS CHECK LIST ON THE CIS WEB SITE under the "Student and Administrative Resources" section if you would like to download and print it.

Spring and summer:

☐ Provide CIS with information about the sections you will teach during the academic year *(see p.29)*.

☐ Update your course syllabus, including all information required by the University, and submit it to the CIS office *(see p.51)*.

Before the course starts:

☐ Advise students about course expectations; help them to make realistic decisions about participating *(see p. 44)*.

☐ Contact Jan Erickson at CIS and the University Disability Services office to discuss appropriate placement or accommodations for students with IEP's or 504 plans who are considering a U of M course *(see p.45)*.

☐ Approve students per CIS student eligibility criteria, class-size limits, and other CIS policies *(see pp. 16-20)*.

Early in the Term:

☐ Facilitate student e-registration requests *(see p. 40)*.

☐ Share key information with students:

   ☐ Discuss academic integrity and the consequences of plagiarism and scholastic dishonesty with your students *(see p.38)*.

   ☐ Remind students that they are U of M students, representing the U of M academic community.

   ☐ Remind students that the student handbook is online and that they are responsible for knowing and following U of M policies. To download and print their own copy, see the "Student and Administrative Resources" section of our Web site.

   ☐ Remind students of the timeline and procedure for withdrawing from a course *(see pp.41-42)*.

☐ Remind students that they should keep their syllabus and all written work from the course to facilitate credit recognition *(see p.10).*

☐ Check your online class rosters for completeness and accuracy *(see pp.40-41).*

☐ Submit any late registrations or withdrawals to Enrollment Services *(see pp. 41-42).*

☐ Submit materials for student U Cards (required for University library access; *see p. 48).*

☐ Facilitate students' initiation of internet accounts (required for access to Web Vista, library, etc.; *see p. 47).*

☐ Make arrangements for students to attend on-campus field days *(see pp. 34-35).*

Midterm:

☐ Provide failing students with midterm alerts *(see p. 46).*

☐ Make sure student withdrawals are promptly processed by the midterm of the course as delays may have financial implications for schools *(see pp. 41-42).*

☐ Check online class rosters **AGAIN**, to verify that you have a complete and correct class list. Waiting until the end of term to do this often results in late submission of grades and students being unable to send complete transcripts with their college applications.

Toward the end of the term:

☐ Verify accuracy of final online class roster at least two weeks before grades are due *(see p. 41).*

☐ Review with students the information about requesting transcripts from the U *(see p.54).*

☐ Remind students that CIS will ask them to participate in a survey after their first year of college *(see p. 26).*

☐ Administer course evaluations (Student Rating of Teacher forms; *see p.33*).

☐ Enter final grades online *(see p. 36).*

<div align="center">

SECTION B: Topics arranged alphabetically

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Evaluations of the course and program

Student Rating of Teaching (SRT)

The University requires that its students evaluate the course and instruction each time a course is taught. Three weeks before the end of your term, the CIS office will mail you a packet containing SRT evaluations, instructions for completion, and a return envelope. Please remind your students to use pencil only and help them to identify your course correctly by informing them of the course's U of M complete course name and designator as well as the section number (i.e., English Literature 1001W, section 700). After tabulation by the University's Office of Measurement Services, copies of the evaluation summary are sent to you and your faculty coordinator and filed in the CIS office.

BE SURE TO LEAVE THE ROOM: SRT's must be administered during a regular class period before exam week and must be handed out, completed, and collected without the instructor present (usually a student from the class is asked to handle this process). Students should be informed that data from SRT's is provided to the CIS teacher only after final grades are submitted.

Go to http://oms.umn.edu/srt/index.php for a link to an instructor manual, "Connecting Your Teaching Practices with the Student Rating of Teaching Form." This manual offers strategies for incorporating the feedback you receive from the SRT into your teaching.

Teacher and student participation in CIS surveys

College in the Schools conducts ongoing research related to the impact of CIS participation on teachers, students, and schools. In particular, CIS surveys all students one year and four years after they have graduated from high school to learn about their success in gaining credit recognition for their U of M credits earned through CIS. CIS asks that teachers encourage students (perhaps by making mention of this on the syllabus) to anticipate and return these surveys.

Faculty coordinator classroom observations

The CIS faculty coordinator responsible for each course will visit teachers in their classrooms periodically for observation and interaction with students. NACEP accreditation requires these visits as another means of ensuring that the content, pedagogy, and assessment of the course are comparable to the on-campus offering. Faculty coordinators file a report with the CIS office after each observation.

To view or download the faculty coordinator site visit form, visit the "Student and Administrative Resources" section of the CIS Web site.

Field days

College in the Schools hosts an on-campus field day (generally once per semester) for most CIS cohorts. Field days are designed to complement the U of M curriculum while giving students the opportunity to meet students from other schools, interact with on-campus students and faculty, and explore the resources of the U of M Twin Cities Campus.

Attendance policy

Attendance at CIS student field days is required for students using the field day to help meet the lab requirements for a U of M course (ANSC 1101: Introductory Animal Science; and HORT 1001: Plant Propagation) and for students enrolled in U of M courses that are part of the Entry Point Project (WRIT 1201: Writing Studio; PSTL 1163: Physics by Inquiry; and PSTL 1006: Mathematical Modeling and Prediction). In other cases, attendance is strongly encouraged but is not required by the University. If a teacher chooses to bring students to a field day, student attendance requirements are determined by the teacher.

Student conduct

While on campus, as in the classroom, CIS students are subject to all policies covered by the University's Student Conduct Code. The use of drugs and alcohol, the possession of weapons, and disorderly or disruptive conduct are strictly prohibited on the University campus. CIS students who violate the Student Conduct Code may be subject to penalty, including academic suspension, fines, and the loss of U of M academic credit. View the full conduct code at http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf.

Preparation

CIS teachers will receive all pertinent information regarding field days via University email.

It is vital to the success of field days that students come prepared for the curricular and logistical components of the day. (Often this includes completing reading and/or exercises prior to the field day.) Please set aside time to properly prepare your students.

Avoiding date conflicts with other CIS and AP courses offered at your school

Some schools offer multiple U of M courses through CIS and many of the same students may be enrolled in all or most of the courses. This situation can make handling absences due to students attending other CIS field days difficult. Here are suggestions about how to minimize these kinds of problems from schools who have successfully dealt with them:

- Some CIS teachers regularly schedule reading days in their U of M CIS courses -- days on which no lesson is taught and students use the time to work on U of M course assignments. The reading day can occur on different days from week to week, as needed. This schedule reflects the fact that in college, most courses do not meet five days a week. The inclusion of reading days in your regular U of M - CIS course schedule allows students to miss class -- for a field day in another U of M CIS course, for example -- without missing instruction.

- CIS teachers meet regularly at a strategic time of the school year to plan. At such a meeting, teachers can share important dates, such as exam dates, paper dates, field day dates. With this information, each teacher can adjust his or her class schedule to minimize the disruption caused by students attending other CIS student field days.

Mary Lenhardt, CIS staff liaison to schools and a retired CIS teacher, is available to provide more information about these options. You can reach her at lenha004@umn.edu.

Field day preparation check list

☐ Work with your faculty coordinator and other teachers in your cohort to choose field day dates that will allow your students to participate. Be aware of Advanced Placement test dates, other testing dates, and "blackout" dates for your school or district and bring these dates to the CIS workshop where field days are discussed. CIS will provide information about other CIS field day dates to avoid conflicts.

☐ Add the field day dates to your syllabus, along with information about whether the field day will be required for your CIS students and the consequences for students who don't attend.

☐ Inform your school administrators and other CIS teachers about the date(s) your cohort chooses. Remind your students.

☐ Work with your school administrators to arrange busing or other transportation. Some public school CIS instructors have asked for voluntary contributions from their students to help pay for transportation; other CIS instructors have worked with teachers in adjoining school districts to share buses; some schools ask students to transport themselves.

☐ Check http://www.centralcorridor.org for information about how light rail construction will affect your route and travel time. About a week before the field day, the CIS office will send you a map showing the location on the campus where buses should drop students off and pick them up. Print this map and any maps related to construction detours that your bus driver will need. *(See p.61 for a map showing where buses can park during the field day. Please make a copy of this map for your bus driver.)*

☐ Arrange for any permissions that are required by your school from parents or legal guardians.

☐ **IMPORTANT:** When you receive a reminder email about an upcoming field day, you will be asked to RSVP with the number of students you plan to bring. **PLEASE RESPOND TO THE RSVP.** We need to know how many students are coming, so we can be confident we will not exceed the room's maximum occupancy number. We cannot violate these safety regulations.

☐ Make sure that your students are prepared and have completed any readings or projects that were provided by the CIS office or your faculty coordinator.

☐ Review the student conduct code with your class *(see p. 34)*.

☐ Choose a time and place to meet your students after lunch and share this information with your bus driver. Students are normally given free time to explore the campus and have lunch on their own at the end of the field day. CIS provides maps and restaurant lists.

☐ Debrief with your students after the field day. Work with your faculty coordinator and cohort to improve future field days.

Grading

Submitting University grades

The University of Minnesota requires all grades to be submitted online. Online grade rosters are available approximately one week prior to your scheduled class end date.

GRADES ARE DUE within three business days of your last class session.

Before you enter grades: ALL registration changes (late registrations or withdrawals) must be made before final grades may be submitted online. Before using the grading systems, view the online "Tutorials" or print copies for reference.

To access your grade roster:

1. Go to http://onestop.umn.edu, click on the Faculty tab, located on the right, near the top, and then locate the Quick Links. Click on the second link: Enter final grades.

2. From the Grade Reporting page, select Enter Final Grades.

3. Log in using your secure Internet ID and password.

4. Search by term and class to access Grade Roster.

5. Enter a grade for each student and select Submit to Registrar when you are finished entering ALL grades for that class. Grades have been successfully submitted when the message "Grades have been submitted to the registrar" appears at the top of the Grade Roster page. Grades will be available to students online in 24 hours. **NOTE:** If you submit a grade of "F" you must provide Last Date of Attendance information.

You will not receive confirmation of grade entry. Verify that grades are posted to student records by viewing your online Class List the next business day.

NOTE: Use the SAVE button ONLY if you need to save your work and finish at a later time. SAVED GRADES ARE NOT SUBMITTED to the registrar and will not appear on student transcripts.

To correct a mistake or make a grade change after final grades have been submitted, use the online Supplemental Grades system.

1. To enter a change, go to http://onestop.umn.edu, click on the Faculty tab and locate the Quick Links. Click on the second link, Enter final grades.

2. From the Grade Reporting page, select Supplemental Grade Reporting at the left.

3. Log in using your secure Internet ID and password.

4. Search by term/class or by individual student (ID#).

5. Enter grade change and click Submit when finished. Although not required, you may add a reason or comment to your grade before you submit. NOTE: If you submit a grade of "F" you must provide Last Date of Attendance information.

Verify that grade changes are posted to student records by viewing your online Class List the next business day. For audit purposes, both you and the Enrollment Services office will receive an automatic email notification when a grade change is entered via the Supplemental Grade Reporting page.

QUESTIONS? If you have any questions or problems using the online grading system, call the Web Grading Support Line at (612) 625-2803.

U of M grade definitions

University grade definitions establish the qualities of expected performance. CIS instructors define grade standards for their courses in conformity with their U of M departmental policies. Grade definitions assume that instructors, knowing their course or courses' basic requirements, can determine when students meet or exceed them.

Grades describe levels of achievement. University policy prescribes the following grades and symbols that will be reported on the student's transcript:

A	Achievement **outstanding** relative to the level necessary to meet course requirements (no grade of A+ should be submitted; A, 4 grade points; A-, 3.67 grade points).
B	Achievement **significantly above** the level necessary to meet course requirements (B+, 3.33 grade points; B, 3 grade points; B-, 2.67 grade points).
C	Achievement **meeting the course requirements** in every respect (C+, 2.33 grade points; C, 2 grade points; C-, 1.67 grade points).
D	Achievement **worthy of credit** even though it does not fully meet the course requirements in every respect (D+, 1.33 grade points; D, 1 grade point; no grade of D- should be submitted).
F	Coursework was either completed but at a **level of achievement that is not worthy of credit** or was **not completed** (and there was no agreement between the instructor and the student that the student would be awarded an Incomplete). (0 grade points).

Pluses and minuses <u>are</u> used: A, A-, B+, B, B-, C+, C, C-, D+, D, and F. **Note that A+ and D- are not allowed by the University.**

Incompletes: An "I" may be awarded when course work is incomplete and the instructor 1) has a "reasonable expectation" that the student can successfully complete the unfinished work on his/her own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. If a student does not complete the requirements for the course and does not request an incomplete, a grade reflecting the student's performance in the course should be assigned; however, under these circumstances, a grade of "I" should not be assigned. Assigning a grade of "I" when a student has not requested it might delay necessary intervention with a student having academic difficulty. **Teachers may choose to offer incomplete options (or not). Each instructor's policies for awarding an incomplete must be announced in class the first week of the term and included in the course syllabus.** The student and instructor must fill out a written agreement stating the terms for completion whenever an incomplete is requested and approved. CIS recommends using the "Agreement for the Completion of Incomplete Work" form which can be downloaded at www.class.umn.edu/crimson/dependancies/multimedia/completion_of_incomplete_work1.pdf. Upon successful completion of the course work, the "I" is changed to a permanent grade. (For instructions on using the supplemental grades system, *see p.36*.) An "I" that is not completed within one calendar year automatically becomes an "F".

Withdrawals: A "W" indicates that a student has officially withdrawn from a course after the second week of classes. Withdrawals through the first two weeks of class are not recorded. (For instructions and deadlines, *see pp. 41-42*.)

Grade of "D" policy

CIS strongly recommends that students who have earned a grade of D or lower in a previous U of M course not be allowed to register in additional future U of M courses offered through CIS. Students who aren't approved for enrollment because of their grade in a previous U of M course may appeal the decision using the process outlined on page 45.

Retaking the course at the U of M to improve grade

 As is the case with all U of M students, CIS students have an opportunity to retake a course to earn a higher grade.

The uniform grading and transcript policy states "A student may repeat a course **once.** When a student repeats a course, (a) both grades for the course shall appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course shall count in the student's grade point average. The preceding sentence of this policy shall not apply to courses using the same number but where students study different content each term of enrollment; all such courses falling under this provision must be approved by the college."   To view the full policy visit http://policy.umn.edu/groups/senate/documents/policy/gradingtranscripts_pol.cfm.

U of M versus high school grades

CIS instructors *may* choose to assign different grades for the high school course and the U of M course. Teachers should be guided by their school policies regarding advanced course grading.

Student conduct, academic integrity, and scholastic dishonesty

Full policy: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

The University Board of Regents policy on student conduct states: "The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. The University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

"The Student Conduct Code shall apply to student conduct that occurs on University premises or at University-sponsored activities."

Scholastic dishonesty includes more than plagiarism

Scholastic dishonesty is named as a disciplinary offense in the Regents student conduct code. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

The College of Liberal Arts provides additional description to the above: "Scholastic dishonesty includes, but is not limited to, the description above. It could also be said that scholastic dishonesty is any act that violates the rights of

another student with respect to academic work or that involves misrepresentation of a student's own work. Also included would be cheating on assignments or examinations, inventing or falsifying research or other findings with the intent to deceive, submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work" (http://advisingtools.class.umn.edu/cgep/studentconduct.html).

Instructors should take steps to prevent scholastic dishonesty, including maintaining security of examination materials.

Reporting scholastic dishonesty and misconduct

CIS teachers (or students) should report all cases of suspected academic misconduct to CIS. CIS instructors who suspect a student of scholastic misconduct may, in consultation with the CIS faculty coordinator and the CIS director or associate director, settle the case directly with the student. Instructors may need to implement two different policies related to academic dishonesty: one for the high school course and one for the University course. Within the University, instructors have the discretion to identify a consequence that seems suitable for the offense. For example, sanctions may include giving an "F" for the course or 0 points for the assignment in question. Please document the incident for your records or future reporting.

The University's Office of Student Conduct and Academic Integrity (OSCAI) supports students and faculty with information and assistance when working through such cases. See their website for details: http://www1.umn.edu/oscai/conduct/faculty/dishonesty.html

The CIS instructor, faculty coordinator, and CIS director or associate director will decide together whether or not to report the incident of scholastic dishonesty through OSCAI. If the decision is made to do so, the following steps are taken:

- The instructor must report the incident **in writing** to the CIS director and faculty coordinator.

- Allegations of misconduct that are forwarded to the OSCAI for review and processed through Informal or Formal Resolution of Complaints procedures.

RESOURCES: The University subscribes to SafeAssign, a Web-based plagiarism detection service. CIS teachers have access to this service through Web Vista. See http://webct.umn.edu/instructors/tools/safeassign.shtml for detailed information on using SafeAssign. To set up your own WebVista site or access U of M WebVista course sites see http://webct.umn.edu/login/.

The U of M Center for Writing hosts a Web site devoted to plagiarism and other writing issues: Visit http://writing.umn.edu/sws/quick_help/online_resources.htm.

Registration requests

Student e-registration requests

STUDENT e-REGISTRATION REQUESTS ARE DUE within the first two weeks of class.

How to look up course information and access the My Classes report. In order for your students to submit online registration requests, you first need to look on One Stop to find the course information your students will use to enroll.

- To access your course information, go to http://onestop.umn.edu and click on the **Faculty** tab. Select the first Quick Link, **Print a class list.**

- Log in using your secure Internet ID and password.

- Select Class Lists and then My Classes.

- On the **My Classes** page, you will have access to all classes (with or without enrollment) for which you are the instructor. Select the year, term, class, and "No Enrollment" to view upcoming classes. Select **Submit.**

Your students will need **Class** (e.g., GER 1003) and **Section Nbr** (Class Nbr) [e.g., 701 (54321)] information to register. **Note that you will have different Class and Section Nbr information for each section of each class you are teaching, even for the same term, so be sure to give each section's students a separate set of numbers.**

How to submit e-registration requests. Download and print a copy of the **Student Instructions for U of M - CIS e-Registration Requests**, located on the CIS Web site under the "Student and Administrative Resources" section. Add your course information (as listed on **My Classes** report—see instructions above) to the top section of the form and then make the instruction sheet available to your students. You may wish to post the document beside the computer your students will use, or print and distribute a copy to each student.

Students use these instructions and course information to submit e-registration requests using the online form on the CIS Web site under the "Student and Administrative Resources" section. (See instructions below for priority e-registration requests.) After registration requests are processed, teachers will be able to verify registrations by checking the **My Classes** report.

Priority e-registration requests

If you require your students to access Web Vista, Moodle or U of M libraries when your class begins, please have them submit the registration requests via the **PRIORITY** option.

To ensure prompt registration, teachers may enter student information themselves using the PRIORITY process prior to the first day of class. Priority requests are processed within two business days of receipt.

Download and print a copy of the **Student Instructions for PRIORITY U of M - CIS e-Registration Request,** located on the CIS Web site under the "Student and Administrative Resources" section. Add your course information, as listed on **My Classes** report*,* to the top section of the form and then make the instruction sheet available to your students. (For instructions on accessing the **My Classes** report, *see above*.) You may wish to post the document beside the computer your students will use, or print and distribute a copy to each student.

Check your online class roster at midterm to make sure it is accurate

Teachers are responsible for the accuracy of their class rosters. Once the first registration request has been processed, you can review your roster online at any time, using the **My Classes** report, filtered to view classes "with enrollment" for the appropriate term. (For instructions on accessing the **My Classes** report, *see p. 40.*) Please allow approximately two weeks from registration for students' names to appear on your class list. Check your online class list at midterm to make sure it is accurate. **Changes to class rosters at term end delay the final grading process and may affect the student's University transcript and the fees that your high school pays to the University.**

Verify that all students in your class earning U of M credit are registered (and that all students on the class roster should be in your class). Please notify CIS if you have any students taking your course for high school credit only.

You may wish to bookmark your class lists for quicker access.

If you discover any errors (e.g., spelling, name, or address), please email the correction to CCE Enrollment Services at cceenroll@umn.edu as soon as possible. Please identify the student you are referring to by name, UM ID#, school name, and course.

Late registration requests

Registration requests will considered late if they are received after the midterm. Late e-registration requests will be accepted until the last week of the term only when the teacher determines that the delay was due to an administrative error. **Late registrations requested after the midterm or for any other reason require a petition.** All late registration petitions are reviewed on a case-by-case basis by the College of Continuing Education (CCE) Scholastic Committee. Download the CCE petition form from the CIS Web site, under the "Student and Administrative Resources" section.

Cancelling a registration or withdrawing from a course

The University of Minnesota follows a strict timeline with regard to course withdrawal. Deadlines for U of M - CIS courses are relative to the high school term. **Teachers and students alike should be aware of deadlines as they can impact a student's permanent academic record and the fees that the high school is charged.**

Cancelling a registration due to an administrative error – NEW DEADLINES!

- **How:** If a teacher determines that a registration should be cancelled due to an administrative error they should use the online cancellation form at http://www1.cce.umn.edu/extranetScripts/CIS_Cancel_Registration.asp. All cancellation/withdrawal requests must include the last date of attendance for U of M credit (date of withdrawal).
- **Affect on student's U of M transcript:** In this case, the course may be removed from the student record.
- **Deadline and refund:** Registration cancellations will be accepted until the last week of the high school term but the school will receive a refund only if the request is **submitted** by the midterm of the course.

Student withdrawing within the first two weeks of class

- **How:** Use the online cancellation form at http://www1.cce.umn.edu/extranetScripts/CIS_Cancel_Registration.asp. All cancellation/withdrawal requests must include the last date of attendance for U of M credit (date of withdrawal).

- **Affect on student's U of M transcript:** The course will not appear on the student's transcript

- **Deadline and refund:** If students submit their withdrawal requests within the first two weeks of class the school district will not be billed.

Student withdrawing between the second week of class and the high school midterm

- **How:** Use the online cancellation form at http://www1.cce.umn.edu/extranetScripts/CIS_Cancel_Registration.asp. All cancellation/withdrawal requests must include the last date of attendance for U of M credit (date of withdrawal).

- **Affect on student's U of M transcript:** A "W" (withdrawal) will appear on the student's transcript

- **Deadline and refund:** If students submit their withdrawal requests between the second week of class and the school's midterm, the school district will not be billed or a refund will be issued.

Student withdrawing after the midterm

- **How:** Use the College of Continuing Education (CCE) petition form at http://www.cce.umn.edu/pdfs/DCP/petition_form.pdf. All petitions are reviewed on a case-by-case basis by the CCE Scholastic Committee.

- **Affect on student's U of M transcript:** Petitions may result in a "W" (withdrawal) on the student's transcript.

- **Deadline and refund:** If students submit their withdrawal request after the midterm no refunds are issued to the school district.

Tuition refunds for withdrawals/cancellation requests

If a student officially withdraws from a course prior to the high school midterm, the school district will not be billed for that student. If the billing has already been submitted to the school, a credit will be issued.

If a student officially withdraws at any time after the high school midterm, the University grants no refund.

The same is true for registrations that are cancelled due to an administrative error. These must be **submitted** by the midterm of the course or the school will be billed and no refund will be issued.

One-time option to withdraw without approval after the midterm

Like all U of M students, CIS students have a one-time only opportunity to withdraw from a course between the midterm and the final day of class *without approval* by the CCE Scholastic Committee. The discretionary option is valuable when the student is not making satisfactory progress in the class. These petitions result in a "W" (withdrawal) on the student's transcript.

Teachers must sign the petition and indicate whether the student finished the course and if they were doing passing work at the time they last attended class. Students may not withdraw from a course after term end and/or completion of final exams or course work. The petition form is available on the CIS Web site under the "Student and Administrative Resources" section. **Be sure to check "One-time Discretionary Course Cancellation" on the CCE petition form.**

Registration and withdrawal requests at a glance

ALL FORMS AND INSTRUCTIONS LISTED BELOW can be accessed on the CIS Web site at:
http://www.cce.umn.edu/College-in-the-Schools/Student-and-Administrative-Resources/index.html

REMINDER: Please check your online class list at midterm to make sure it is accurate. Resolve all administrative errors (i.e., late registrations or cancellations) by midterm.

REGISTRATION				
	Within first two weeks of your high school term	**From third week to your high school midterm**	**Between midterm and end of your high school term**	**After the end of your high school term**
Instructions :	Student Instructions for UM-CIS e-Registration Request	Student Instructions for UM-CIS e-Registration Request	*For admin error:* Student Instructions for UM-CIS e-Registration Request	Petition
Form:	CIS e-Registration Request Form (online)	CIS e-Registration Request Form (online)	CIS e-Registration Request Form (online) *For any other reason:* Petition	

PRIORITY Registration (use only if students need access to U resources such as Moodle or the library in first month of term)				
	Within first two weeks of your high school term	**From third week to your high school midterm**	**Between midterm and end of your high school term**	**After the end of your high school term**
Instructions:	Student Instructions for PRIORITY UM-CIS e-Registration Request	Student Instructions for PRIORITY UM-CIS e-Registration Request	*For admin error:* Student Instructions for UM-CIS e-Registration Request	Petition
Form:	CIS PRIORITY e-Registration Request Form (online)	CIS PRIORITY e-Registration Request Form (online)	CIS e-Registration Request Form (online) *For any other reason:* Petition	

WITHDRAWING/CANCELLATIONS				
	Within first two weeks of your high school term	**From third week to your high school midterm**	**Between midterm and end of your high school term**	**After the end of your high school term**
Form:	e-Withdrawal Request (online)	e-Withdrawal Request (online)	Petition	Petition
Student record:	Course does not appear on student transcript	W (withdrawal) appears on student transcript	W may or may not appear on student transcript	W may or may not appear on student transcript
Billing/ refunds:	School is not billed	School is not billed	No refund issued to school	No refund issued to school

Student advising

CIS instructors and school guidance counselors provide invaluable advising to students, helping them to understand that the college course will require more time and personal responsibility than the typical high school class. Students should pay careful attention to their overall course load, keeping in mind that an undergraduate fulltime course load at the University is 13 credits and that a student should expect to spend about 9 hours per week, *including class time,* on a 3-credit course *(see the University's Quantity of Work per Credit Policy on p. 53).*

CIS students generally enroll in one or two University courses per term (some schools set a maximum).

Help students make informed decisions

Not every term is the right term to enroll in a college course even if the student is enthusiastic. As students consider enrolling in a U of M - CIS course, encourage them to think about the following questions:

- Will the U of M - CIS course workload fit with my other classes?

- What other commitments do I have during this term—work, sports, music, drama, debate, time with friends, etc.? Can I meet the attendance requirements of the U of M - CIS course?

- What is the impact of enrolling in more than one advanced course when considering my other commitments?

Determining student eligibility and enrollment

The following five policies are important to keep in mind when approving students to take U of M course through CIS:

1. **Eligibility and acceptance:** All students taking a U of M course through CIS must be approved by the CIS instructor and meet course-specific eligibility criteria. Instructors have authority to make exceptions to the student eligibility criteria on a case-by-case basis. (For course-specific student eligibility criteria, *see p. 19.)* The school and/or instructor must inform students of decisions regarding enrollment.

2. **Class-size limits:** Class-size limits are set by U of M departments and must be respected. CIS partner administrators are aware and have already agreed to meet them by signing a partnership agreement form prior to the start of the academic year. Class-size limits include students enrolled for University of Minnesota credit and students enrolled only for high school credit. (For course-specific class-size limits, *see p.17.)*

3. **CIS-EPP sections:** At least 60% of the students in a U of M course offered through the CIS Entry Point Project must be in the target population *(see p. 12 for a listing of the target audiences).*

4. **Enrolling for University credit:** At least 75% of the students in a CIS section of a University of Minnesota course must be registered for U of M credit *(see p.18).*

5. **Attempting another course:** CIS strongly recommends that students who have earned a grade of D or lower in a previous U of M course not be allowed to register in additional future U of M courses offered through CIS. Students who aren't approved for enrollment because of their grade in a previous U of M course may appeal the decision using the process outlined on page 45.

When students are doing poorly in the U of M - CIS class

U of M grades earned in CIS courses are entered onto an official University transcript and become part of the student's permanent academic record. CIS teachers should let students know if they are in jeopardy of failing a U of M - CIS course. Discuss appropriate options, such as taking an incomplete, withdrawing from the University course, or using the one-time discretionary course withdrawal. (For pertinent University policies and procedures, *see Section VII. Course Management, sections on student advising, registration and withdrawal requests, and grading.)*

Student appeals process

Students who are not approved for enrollment in a U of M - CIS course can appeal the decision to the CIS office. It is strongly recommended that students formally appeal by the end of the term prior to the U of M - CIS course s/he wishes to take. To appeal, a student must submit to the CIS office:

- A request, written by the student, that asks for a review of the decision denying approval. This request should outline why the student feels qualified to participate in the course.

- Letter(s) of recommendation from a teacher, counselor, or school administrator explaining why s/he believes the student can participate appropriately in a college class. The letter must also clearly state that this student's registration would not cause the course size to exceed University of Minnesota class-size limits.

- An academic transcript and, if requested, a writing sample.

The appeal will be considered by the CIS faculty coordinator and CIS staff in close consultation with the CIS instructor. No further appeal to the CIS program is allowed—with one exception: juniors denied upon appeal may ask to be considered in their senior year.

Student disability accommodations in a U of M course offered through CIS

Students with 504 Plans or those with a disability interested in taking a U course through College in the Schools (CIS) will want to work with the U of M Disability Services Office to have collegiate accommodations determined.

The mission of U of M Disability Services (DS) is to remove barriers and provide equal access to opportunities for students, staff and faculty at the U. The services are free and confidential. Disability accommodations for students are determined on an individualized basis. There may be more than one way to accommodate a situation or activity. In order for an accommodation to be considered reasonable, however, it must meet four criteria:

- It must not compromise essential requirements of a course, program, job, activity, or facility.

- It must not cause an undue administrative or financial hardship.

- It must not compromise safety to you or others.

- It must not fundamentally alter a course or program.

A Disabilities Services Specialist will work with students to register (with the DS office) and review their disability documentation to make a determination regarding the accommodations for a particular U course. Teachers may also contact the office to discuss possible accommodations appropriate for their course. A letter will be sent to both the student and instructor regarding the accommodations.

Students may be eligible for the following accommodations: testing, note taking assistance, sign language interpreting and captioning, document conversion, and computer accommodations program (CAP). Additional accommodations and services may be determined per individual need.

"I regularly receive Facebook and email messages from former students who say that CIS classes prepared them better for college than anything else they have ever done."

Māra J. Corey, teacher
Irondale High School

Students, parents and faculty may contact a Disabilities Services Specialist at (612) 626-1333 (V/TTY) or ds@umn.edu.   DS website: http://ds.umn.edu/index.html

It is recommended that students request accommodations as far ahead of time as possible. Some accommodations cannot be effectively arranged if they are requested on short notice. For additional CIS assistance, contact Jan M. Erickson at j-eric1@umn.edu or (612) 624-9898.

Midterm alerts

The University of Minnesota policy on midterm alerts states that *"*Instructors are required to provide midterm alerts for all 1-XXX courses to students who, on the basis of performance to date in the course, appear to be in danger of receiving a grade of D, F, or N. Such notification will be provided no later than the seventh week of class, and earlier if possible, to allow students to improve their classroom performance or to withdraw by the eighth week. Midterm alerts will not be recorded on transcripts. … The provision of midterm alerts is a courtesy to the student. Failure to receive a midterm alert does not create the right for a student to contest a grade in a course."

"Instructors must connect and login (with X.500) to the midterm alert system. After logging into the system instructors will be prompted to choose the course for which they wish to submit midterm alerts. Choice of courses will be based on the courses for which the instructor is listed in PeopleSoft as the instructor of record. Once the appropriate course is chosen a list of students officially registered for the course will appear. At this point instructors can choose to send an alert to all students at one time, called a batch alert, or to students individually."

For more information please see Mid Term Alerts FAQ and instructions at: https://onestop2.umn.edu/gradealerts/introHelp.html.

The CIS student handbook

Students may download a copy of the "CIS Student Handbook" from the CIS Web site under the "Student and Administrative Resources" section. During the first week of class, please review the handbook with students to make sure they are aware of college expectations.

Advising resources

- Contact Jan Erickson or your faculty coordinator.

- Visit the College of Liberal Arts "Advising Resources" at http://advisingtools.class.umn.edu/claresources.html.

- Visit the University's Counseling and Consulting Services at http://www.uccs.umn.edu/counseling/self_service/study.htm for excellent study skills resources to share with your students.

Student Internet accounts

Initiating Internet accounts

Students must initiate their U of M internet accounts in order to view grades or request a transcript online. An active account is also needed to access WebVista, Moodle, and library Web sites. There are three ways to do so—online, by phone, or in person.

Initiation may be done online by going to http://www.umn.edu/initiate and supplying three pieces of information— social security number, U of M ID number, and birth date. This information must exactly match the data entered in the student's record at the time of registration. Since submission of one's social security number is voluntary, there are allowances in the system for initiating one's account without divulging it. To initiate online without providing a social security number, the student should leave the social security number field blank, then enter both their U of M ID# and their birth date.

Initiation may be done by calling the Tech Hotline (612-301-4357) and having customer service initiate it. However, they must be able to confirm the identity of the caller, and so will ask the student for either their social security number or the 17-digit number on their U Card, plus one additional piece of information in the student's record. This additional piece need not be 'secure' information, but may be an address or phone number.

Students may go in person to one of the Student Computer Facilities on campus and present a photo ID card (passport, driver's license, or high school ID) to verify your identity.   Locate room numbers and business hours of the computing facilities at http://www.oit.umn.edu/computerlabs/.

NOTE: A 7-digit U of M ID number is NOT the same as a 17-digit U Card number.

- **A 7-digit U of M ID number** may be obtained in two ways. It appears on their U of M U Card and CIS teachers have access to it on their online class roster *(see p. 40 for instructions on opening the* **My Classes** *report)*. The CIS office cannot disclose ID numbers over the phone.
- **A 17- digit U Card number** is printed on students' U Cards.

Resetting passwords

Call 1-HELP (612-301-4357) to get a new password for your internet account.

There are two levels of security you must pass through before getting assistance. You must first provide either the last 4 digits of your social security number or the 17 digits of your U Card number. After you have provided one of these numbers, you must be able to confirm any two of the following pieces of information: birth date, street address, phone number, U of M ID#, or a shared secret. The shared secret is a helpful option you may choose by going to https://www.umn.edu/dirtools, selecting "**Change your Internet password**," and following the prompts.

After proper identification, the tech person will give you a temporary password with the suggestion that you immediately log in and change it to something you're more likely to remember. They'll tell you how to do so.

> *"Our level of rigor has increased and the students are exposed to a wonderful variety of topics. They are asked to think and write at a much higher level. They suceed and gain great confidence."*
>
> *Tom Halloran, teacher*
> *Eden Prairie High School*

Student U cards

The University of Minnesota's official photo ID is the *U Card*. All CIS students are eligible to receive U Cards once their course registrations have been processed. CIS teachers will know when student registrations have been processed by monitoring the **My Classes** report *(see p.40)*.

NOTE: U of M student ID numbers are listed on the instructor's My Classes Report. A U of M student ID number is required to obtain a U Card.

Students use the U Card to access services on the U of M, Twin Cities campus. U Cards are used as a campus ID, campus cash with Gopher GOLD™ value, a library card, an access card for computer labs and campus buildings, and as a verification card for arts and athletic ticket discounts.

The first U Card is free and can be obtained by individual students at the U Card Office on days other than field days, or via U.S. Mail by request from the CIS instructor. (A replacement fee is charged for lost, stolen, or damaged U Cards.)

Obtaining a U Card at the U Card office

Students may obtain their U Cards individually by visiting one of three U Card offices on the U of M-Twin Cities campus on days other than field days. Office locations and hours can be found at www.umn.edu/ucard. Students who come to campus individually to get their U Card should consult the CIS Student Handbook for instructions. To get a U Card at the U Card Office, students must know their U of M student ID number or social security number and bring one of the following forms of picture identification: a driver's license, state ID, or passport. Students should be prepared to have their picture taken.

CIS teachers may bring students in groups of twenty or less to obtain U Cards (except during CIS Student Field Days). However, arrangements must be made with the Coffman U Card Office at least one week prior to the group's arrival to ensure adequate staffing for your group. Call 612-626-9900 to schedule a date and time for your group's visit.

NOTE: The U Card Office will NOT issue U Cards to students in any size group during CIS Student Field Days.

The Coffman U Card Office is located in Coffman Memorial Union, room G22. Regular office hours are M – F, 8:00am – 4:30pm. Please contact the U Card Office at 612-626-9900 with questions.

Obtaining a U Card via U.S. mail

CIS instructors may request U Cards on behalf of an entire class by submitting photos that meet U Card Office photo specifications and student information via U.S. Mail. If the photos submitted do not meet the following specifications or if student information is not included with the request, the U Card cannot be produced.

U Card Office Photo Specifications

U Card Photos must be:

- in color;
- of the student alone in normal street attire;
- a representation of the true appearance of the student;
- taken at least 4ft away from the student;
- recent (within the last six months);
- a clear, unobstructed, front view of the full face and head;
- taken with a plain/neutral/light (white or off-white) background;
- a passport-type photo or a digital photo *(see descriptions below).*

A: The passport-type photo: Each student must provide the CIS instructor with a quality photograph that is passport-sized (2" x 2"), printed on quality photo paper, and meets the U Card Office photo specifications listed above.

The following student information must be included on the back of each photo in pencil:

- last name
- first name
- middle initial
- 7-digit U of M student ID

B: The digital photo: Instructors may send student photos on a CD-ROM and a print out of the class list via U.S. Mail. Digital photographs of each student must meet the U Card Office photo specifications listed above. If using a digital camera to take pictures, the photo should be taken 3–4 feet away from the subject and lighting should not be directly in front of the subject.

UNACCEPTABLE PHOTOS include students wearing a hat, bandanna or dark glasses, photos printed on copy paper, retouched photographs such that the student's appearance is changed, most vending-machine prints, and full-length photos. Facial or hand gestures, other people, and foreign objects (such as trees or sporting equipment) may not be included in the photo. Students should be reminded that the photo they submit will be printed on their U Card, which they will use as their official University photo ID during their time at the U of M.

Preparing the photos before sending to the U Card Office

Once digital photos have been taken for each student, please follow the steps outlined below:

1. Download or scan photos onto your computer;

2. Save photos as .jpg files on a computer that has a CD-Rewritable (CD-RW) drive;

3. Name the individual photo file using student 7-digit U of M ID number, student's last name, first name, and middle initial. For example, the file for Jane Marie Doe with student ID #3923566 would be saved as: 3923566_Doe_Jane_M.jpg;

4. Copy photo files onto a CD-ROM and label the CD-ROM with the school name, course name, and year.

Mailing instructions

In a single envelope, the CIS instructor should send:

1. ALL photos for the class (labeled passport-type photos and/or digital photos on a CD-ROM);

2. The student roster which includes the student names and U of M ID numbers;

3. A brief note stating that the photos are for CIS and if any of the students are requesting replacement U Cards (for which there is a replacement fee);

4. The U of M class information including course name, instructor name, instructor's contact email and phone number, and high school name (e.g. CIS, EngC 1001, Mr. Jon Twist, twist@umn.edu, 612-123-4567, Great High School);

5. And the return address. The U Card Office must receive ALL student photos at one time and the return address to process your request.

Mail to:

U of M U Card Office
Attention: CIS Production
G22 Coffman Memorial Union
300 Washington Avenue SE
Minneapolis, MN 55455

The U Card Office can only process the U Cards for which the student's picture meets the U Card Office photo specifications, a return address is included, and a student roster, which includes the student names and U of M ID numbers, is included. Within approximately ten business days of receiving the photos, the U Card Office will FedEx the completed U Cards, card sleeves, and U Card brochures to the CIS instructor for distribution to the students. If U Card Office staff have any questions, they will contact the CIS course instructor via email or phone immediately upon receipt of the package.

QUESTIONS? Call the U Card office at (612) 626.9900.

U of M syllabus

Syllabus requirements

The U of M syllabus clarifies and sets course expectations and provides a roadmap to student success. It is also the document that represents the U of M course to admissions counselors and faculty from other postsecondary institutions who are responsible for making decisions about credit recognition. The University requires that certain information appear on every U of M syllabus. CIS faculty coordinators review and approve all CIS syllabi. Please make suggested changes to your syllabus and send the updated copy to CIS. (For the faculty coordinator syllabus review process,)

The CIS Web site has links to many resources that will help you with creating your syllabus. In addition to a tutorial and helpful resource links, teachers can download a simple template incorporating all required policy portions of a U of M syllabus. This template can be copied and pasted into any CIS syllabus. Visit the "Student and Administrative Resources" section of our Web site for CIS syllabus resources and the downloadable template; visit the "Course Offerings" section to view sample syllabi for specific courses.

Syllabus preparation check list

The following list is based upon the University of Minnesota Faculty Senate Classroom Expectations Guidelines, http://www1.umn.edu/ohr/teachlearn/tutorials/syllabus/resources/checklist/index.html.

Requirements: Your syllabus **MUST** contain three parts: Course and contact information, a schedule, and important policies.

Course and contact information:

- ☐ Course title: U of M, Twin Cities, term and year
- ☐ Course designator
- ☐ Course number
- ☐ Number of credits
- ☐ Day, time, and place of class meetings
- ☐ Instructor's name
- ☐ Office location
- ☐ Office hours
- ☐ At least one method of contacting you (phone, email, fax)
- ☐ A brief description of the course
- ☐ Required and recommended materials and the location of the materials
- ☐ Course goals, objectives, and expectations
- ☐ Course prerequisites

Schedule

- ☐ Schedule of assignments, papers, projects, etc.

Important Policies

☐ (Copy and paste these policies from a document posted on the CIS website at http://www.cce.umn.edu/CIS/. Click on Student and Administrative Resources in the left navigation pane. Look for a link to the U of M Required Syllabus Information under the heading of Syllabus Development Resources.

☐ Criteria for grading and grading standards, including the U of M definition of grades. (For an explanation of University grading, see p.32. For information about creating a class attendance policy, see p.48.)

☐ Make-up exam policy

☐ Senate student academic workload policy

☐ Statement on accommodations for students with disabilities

☐ Statement on classroom conduct

☐ Statement on academic misconduct

☐ Statement regarding sexual harassment

☐ Statement on penalties for late work

☐ Statement on incomplete coursework

☐ Statement regarding exam re-takes and/or coursework resubmission

Enhancements

☐ Statement which encourages students to see you outside of class.

☐ Specific criteria for each graded assignment

☐ Description of what the class will be like, including a description of and rationale for your teaching methods.

☐ Clear guidelines detailing how students are to prepare for and behave during a class session. (e.g. read the assignments BEFORE class, come on time, participate in discussion, etc.)

☐ Statement telling students how to dispute a grade for an assignment or exam

☐ Statement describing what students can expect from you

☐ Description of special procedures or rules for this class (e.g., laboratory rules and procedures)

☐ Advice on how to read/approach the materials for this class

☐ Information on special services or resources which might be helpful to the students

☐ Advice on how to study for quizzes and exams

☐ Other information which would help students succeed in this class

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NOTE: U of M departments may have additional syllabus requirements. Consult with your faculty coordinator for syllabus updates and approval.

Quantity of work per credit policy

The University Senate prescribes the quantity of work needed to earn a credit as three hours per credit per week or 42 - 45 hours per semester. The manner in which the course is taught determines how much of the work will be in the classroom, laboratory, library, or independent study and research. A student should expect to spend about 9 hours per week, including class time, on a 3-credit course.

Class attendance policies: instructor and students rights and responsibilities

http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html

The following is the University of Minnesota official policy on class attendance and students' and instructors' rights and responsibilities. CIS teachers will need to implement these policies as possible in a high school setting. Activities sponsored by the high school would be substituted for University-sponsored activities in the policy below. The College of Liberal Arts (CLA), from which many courses in the CIS portfolio come, notes that **"[i]nstructors, guided by the policies of their departments, set their own attendance regulations and rules for late work."** View CLA's policy at http://advisingtools.class.umn.edu/cgep/classroomprocedures.html.

"Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include illness of the student or his or her dependent, participation in intercollegiate athletic events (see the Administrative Policy: Intercollegiate Athletic Events during Study Day and Finals Weeks: Twin Cities, which prohibits intercollegiate athletic competition during study day and finals week except under certain circumstances), subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances also include activities sponsored by the University if identified by the senior academic officer for the campus or his or her designee as the basis for excused absences. The instructor has the right to request verification for absences. Such circumstances do not include voting in local, state, or national elections.

It is the responsibility of students to plan their schedules to avoid excessive conflict with course requirements.

A student must notify instructors of circumstances identified in (1) as soon as possible and provide documentation requested by the instructor. In the event that the University declares a pandemic emergency (e.g., flu), the Senior Vice President for Academic Affairs and Provost or designee may waive the requirement that students are required to have documentation from a physician for illness.

If a student is absent due to circumstances identified in (1) and has complied with the notification requirement, the instructor may not penalize the student and must provide reasonable and timely accommodation or opportunity to make up exams or other course requirements that have an impact on the course grade.

The instructor has primary responsibility to decide if an absence is due to unavoidable or legitimate circumstances. If a student believes he or she has been wrongly denied the opportunity to make up work due to disagreement with the instructor about the legitimacy or unavoidability of an absence, the student should pursue his or her complaint using the usual process for appeals of student grievances. . . .

Instructors are expected to accommodate students who wish to participate in party caucuses, pursuant to Board of Regents resolution [See http://www1.umn.edu/regents/minutes/2005/december/board.pdf, p. 147]

This policy applies to all course requirements, including any final examination.

Colleges and academic units may establish specific criteria for notice and completion of work to implement this policy.

Faculty review of your syllabus

The CIS program, following NACEP accreditation standards, requires that syllabi for all U of M - CIS classes be approved by faculty coordinators and on file in the CIS office.

Save your updated syllabus in rich text format and send it as an email attachment to Cynthia Tidball (tidba002@umn.edu) prior to student registration. The syllabus will be forwarded to your faculty coordinator for review and approval. Be sure to send your complete syllabus, including all three main parts.

- Course and contact information

- Schedule or calendar of assignments, papers, projects, etc.

- Required U of M policies including policies where teachers have discretion, such as linking attendance to grades or offering an option to take an Incomplete.

U of M transcripts

All University of Minnesota transcripts are handled by the University's Office of the Registrar, not the CIS office. To view or obtain a University transcript, students should visit http://www.onestop.umn.edu/onestop/grades.html or call (612) 624-1111. Students may order transcripts online, in person, by FAX, or by U.S. Mail.

NOTE: In order to view or order transcripts ONLINE, students must use their U of M student ID number (available on the CIS instructors online class roster) to activate their U of M internet account.   For instructions on activating a U of M internet account, students should access the CIS Student Handbook which can be found on our Web site under "Student and Administrative Resources."

To obtain a transcript without a student ID

CIS alums who have lost their U of M student ID number and therefore cannot activate their U of M internet account should use the "**printable official transcript request form**" available on the OneStop site (http://onestop.umn.edu/). They will need to include their birth date and social security number to verify their identity.

VIII. SCHOOL AND DISTRICT RESPONSIBILITIES

1. Pay the U of M CIS fee.

CIS charges to schools

CIS charges a fee to cover program costs, including administration. In 2011-12, this charge is $145 per student registration. Fee revenue is used to support professional development workshops for CIS teachers, University of Minnesota faculty oversight and support of CIS instruction; CIS staff salaries; and University of Minnesota services such as the transcription of credits and grades; student registration; and University library system web resources specifically for CIS students (primarily research resources and supports); and disability services. CIS receives no funds from the University of Minnesota, the state of Minnesota, or any other funding organization.

NOTE: Students should never receive tuition bills from the University. Please notify Enrollment Services immediately at cceenroll@umn.edu if a student is billed.

Refunds

If a student officially withdraws from a class *prior to the high school midterm,* the school or district will not be billed for that student's registration. If the billing has already been issued, a credit will be issued.

If a student officially withdraws any time after the high school midterm, the University of Minnesota and CIS do not grant a refund.

Billing process and late fees

The U of M bills are mailed directly to the school district's financial office, using names and contact information provided to CIS on the annual Memorandum of Agreement.   Invoices are sent monthly. Because student registration is ongoing, a school may receive two or three invoices over the course of a term for a single class.

The U of M third party billing policy includes a late fee of $90 <u>per student</u> when payment is not received within 90 days of the billing date. Please contact Jan Erickson at j-eric1@umn.edu if this presents a problem. Visit http://onestop.umn.edu/finances/pay/third_party_billing/index.html   to view the entire policy.

STATE FINANCIAL SUPPORT IS AVAILABLE to public schools partnering with CIS .

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2. Provide required textbooks and course materials.

CIS requires high schools to use the textbook(s) used in the same course taught on the university campus; a few courses allow the use of textbooks that are not the same as used on campus, but, in these cases, the textbooks must be approved by the university faculty coordinator for the course.

3. Release teachers to attend CIS workshops and required student field days.

CIS teachers are required to attend all professional development workshops led by U of M faculty during their entire tenure in the program (usually one day per course per academic term plus one to three days during the summer). These workshops are essential to maintaining the quality and integrity of the U of M courses; CIS must engage teachers in discipline-specific professional development, such as these workshops, in order to be eligible for accreditation by the National Alliance of Concurrent Enrollment Partnerships.

NOTE: CIS encourages schools and districts to pay teachers for participating in CIS summer professional development workshops.

Although most courses available through CIS hold on-campus student field days, student and teacher participation is required for only a few. These courses require student field days: WRIT 1201: Writing Studio; PSTL 1163: Physics by Inquiry; PSTL 1006: Mathematical Modeling and Prediction; ANSC 1101: Introductory Animal Science; and HORT 1001: Plant Propagation. The first three courses—all Entry Point courses—require field day participation, because the events provide critical opportunities for students to experience being on a college campus. The two science courses require field days so students can complete required labs on the university campus that high schools cannot provide. CIS strongly encourages schools to send students and teachers to all field days, but no longer requires them to do so.

4. Observe U of M class size limits.

CIS teachers and schools are required to observe the same class-size limits as are used on the university campus. Students taking the course for high school credit only as well as those taking the class for University credit are to be counted equally for the purposes of measuring class size. (For course-specific limits, *see p.17.)* The enrollment cap for each course is set by the university academic department to which the course belongs – not by CIS. Class size limits are adopted and enforced by the university to ensure that pedagogy is appropriate for the course subject and activities.

5. Provide transportation for student field days.

School districts or schools provide transportation for CIS students and instructors when they come to the University campus for CIS field days.

> "CIS showed me that college and high school are different, independence-wise and also academic-wise. Knowing about the differences helped me adjust faster to college."
>
> *2010 graduate of Mayo High School*

6. Observe CIS student eligibility criteria and processes.

Using the criteria developed by the university faculty coordinators and the academic departments to which they belong, CIS instructors approve students for registration in the CIS classes they teach. (For specific eligibility criteria, *see p.19*)

CIS student qualification requirements are intended to identify those students most likely to successfully meet the challenge of doing college course work. CIS teachers have the authority to make *exceptions* to these requirements, if they have reason to believe a student can be successful.

7. Plan for smooth transition when replacing a CIS teacher.

Any teacher wishing to teach for the University of Minnesota through CIS must apply to the program.

Teachers are encouraged to apply 12-15 months prior to their intended start date, so that the veteran CIS teacher can mentor and prepare the replacement teacher. Schools have found that transitioning from one CIS teacher to the next is easier if the replacement teacher observes the veteran teacher in the classroom and attends CIS workshops with the veteran teacher.

All replacement teachers should, like all teachers new to CIS, anticipate three to six days of preparatory workshops the summer prior to their first year of teaching for CIS. (NOTE: Typically, teachers are approved to teach only one new U of M course per academic year.)

8. Obtain CIS approval when a long-term sub is required.

If a CIS teacher becomes unable to teach the U of M - CIS course and is likely to be absent for 10 consecutive days or more, the school **must** notify the CIS director immediately.   CIS will assist the school in dealing with the situation and help it take steps to ensure that University of Minnesota credit will still be available to students. The university faculty coordinator will work with the long-term substitute teacher to ensure that the approved syllabus for the University course continues to be followed and that appropriate assessment and pedagogy is employed in the teaching of the course content.

Because the University courses offered through CIS "belong" to the University's academic departments, it is essential that the course continues to truly be a University course. If, after thorough consultation and careful consideration, the U of M faculty coordinator and CIS director determine that the course does *not* maintain University quality, CIS may withdraw the University of Minnesota credit from the class. CIS wishes to avoid this step, but must be able to take it, in order to maintain the trust of the university academic departments with which it partners.

NOTE: Schools may also use retired CIS teachers as long-term substitutes. Contact the CIS office for assistance in reaching these teachers.

Schools can minimize the difficulty resulting from losing a CIS teacher in the middle of a term by having two teachers prepared to teach a CIS course. Then, should one become unable to complete a term, another qualified teacher is ready to continue the CIS course.

9. Obtain approval for role of student teachers in U of M – CIS courses.

Before accepting a student teacher, CIS teachers must obtain approval from the CIS faculty coordinator for the proposed role for the student teacher in CIS classes.

IX. APPENDICES

Roles and responsibilities: College in the Schools partners

Teacher responsibilities

1. Teach the U of M course
2. Attend CIS professional development workshops
3. Prepare students for and participate in CIS student field days
4. Make arrangements at the school for field day and workshop attendance, buses or other transportation *(see p. 34 for information about field days that are optional and those that are required.)*
5. Make arrangements for substitute teachers
6. Complete required Family Educational and Right to Privacy Act (FERPA) trainings
7. Complete CIS impact surveys
8. Approve students for admission, using CIS guidelines
9. Develop U of M syllabus in keeping with U of M guidelines and policies
10. Cooperate with CIS office for administrative business:
    a. Submit class setup information to CIS office
    b. Facilitate student registration
    c. Submit syllabus to CIS office
    d. Student "advising"
    e. Review online student handbooks with students
    f. Monitor class roster for accuracy and completeness
    g. Withdraw/add students
    h. Administer student course evaluations
    i. Submit student grades within 3 business days of the end of the course
    j. Serve as primary contact at your school
    k. Report student academic misconduct to CIS staff and CIS faculty coordinator

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NOTE: Teachers may be invited to serve on the course advisory committees.

School/district responsibilities

1. Pay CIS fees
2. Provide release days and substitutes for teachers *(all teacher workshops are required; see p. 56 for information about field days that are optional and those that are required.)*
3. Observe CIS/U of M class size limits and student eligibility requirements
4. Observe CIS requirements on the limits to non-CIS students in CIS classes
5. Provide transportation for students to campus field days
6. Provide texts and materials for students (may include access to lab equipment and other technology)
7. Notify the CIS staff of all teacher absences expected to be more than 10 contact days in length.
8. Provide appropriate substitute for any CIS teacher gone for more than 10 consecutive contact days. (Substitute for teachers who will be gone more than 10 consecutive contact days must be approved by the CIS office and the faculty coordinator.)

U of M faculty coordinator responsibilities

1. Ensure that U of M - CIS course is congruent with the course as taught on campus
    a. With the course advisory committee and CIS staff, plan and oversee the implementation of a minimum of three to four workshop days each year for CIS teachers. Workshops should focus on topics related to the content, pedagogy, and assessment of the U of M - CIS course.
    b. Typically two or three of these workshops are held on week days during the academic year. Summer workshops can be scheduled at the convenience of the coordinator and the CIS teachers; summer workshops ordinarily run two to three days.
    c. Review CIS syllabi each term to determine if content, pedagogy, and assessment are congruent with campus course. In cases when a syllabus is unacceptable, work with the CIS teacher to address all issues.
    d. Visit all teachers in their classrooms regularly (at a minimum once every three years).
    e. Review course evaluations. Discuss any concerns with course liaison.

2. Select and mentor new CIS teachers as U of M departmental liaison
    a. Participate in the review of application materials and in the interviewing of applicants.
    b. Visit prospective teachers' classrooms, if necessary, to evaluate preparedness.
    c. Oversee and support first-year CIS teachers, visiting classrooms and reviewing student work.
    d. Prepare teachers to teach the U of M - CIS course through a summer workshop or informal directed study.
    e. If appropriate and desired, create peer-mentoring system for new teachers.
    f. When possible, conduct directed study for graduate credit with first-year CIS teachers. (Doing a directed study and earning graduate credit is optional for teachers.)
    g. Working with CIS communication director, maintain current information about the U of M - CIS course for use on the CIS web site.

3. Provide ongoing support to CIS teachers
    a. Maintain contact with CIS teachers throughout the year, by phone, email, or personal visits, as needed, to support their teaching of the U of M - CIS course.
    b. If appropriate and desirable, work with CIS teachers and staff to create teaching resources to be shared via CIS Web site, Moodle, CD's, department Web sites, etc.
    c. Consult with CIS staff and teachers on occasion of student academic misconduct.

4. Support student learning
    a. With the course advisory committee and CIS staff, plan and oversee the implementation of one or more on-campus student field days each year for CIS students. *(Optional, except for Entry Point Project courses and courses where the field day is used to meet lab requirements. See p.56 for more information.)*
    b. Write supporting letters for students encountering difficulty in transferring credit.

5. Administration
    a. Represent CIS within the University, especially to the home academic department.
    b. Advise CIS staff, as needed, on issues pertinent to the CIS program as a whole.
    c. Participate in biannual faculty coordinator meetings.
    d. Participate as needed in event and program evaluation.
    e. Provide CIS office with training dates and agendas, copies of handouts, etc.

CIS program office responsibilities

1. Policy decisions/issues
2. Support teachers vis-à-vis school and/or parents
3. Registration
   a. Provide teachers with necessary forms/information/deadlines
   b. Oversee U of M student registration
4. Billing
   a. Secure annual contracts with schools
   b. Ensure correct billing
5. Participate in planning and implementation of workshops and field days
6. Handle student concerns/complaints
7. New teachers
   a. Coordinate new teacher application process
   b. Participate in teacher selection
   c. Conduct new teacher orientations
8. Faculty coordinators
   a. Recruit in cooperation with academic department
   b. Support faculty coordinators
9. Add new courses to CIS portfolio
10. Maintain relationships with stakeholders
    a. Partner schools and districts (principals, superintendents, district curriculum coordinators, district gifted and talented coordinators, guidance counselors)
    b. Host and facilitate biannual faculty and advisory board meetings
    c. U of M key players (academic departments, colleges, central administration)
    d. Minnesota Department of Education
11. Program evaluations
    a. Annual credit survey
    b. College graduate follow-up survey
    c. Three-year impact on school, teachers, counselors survey
    d. Course evaluations
    e. Program services survey
    f. Institutional reporting
12. Budget
13. Payroll
14. Participate in National Alliance of Concurrent Enrollment Partnerships; ensure that CIS meets NACEP standards
15. Create and publish informational pieces including DVD's and publications such as a program brochure; annual report; info postcard; administrative handbooks; student handbooks; and in-house publications.
16. Create and maintain a Web site that serves the needs of participating schools and teachers, prospective teachers and schools, and all stakeholders.

Bus parking during on-campus field days

X. INDEX