

College in the Schools Memorandum of Understanding

Collaborating with our partners has many layers, but at the heart of this collaboration is the desire to provide a good experience for everyone: students, high school staff/instructors, parents, and college faculty/staff. Because high schools in Minnesota often work with more than one college or university for dual credit options, this document outlines our expectations, as well as our process for creating a new College in the Schools partnership between a high school and Ridgewater College.

Partnership Exploration

Before we can explore the option of offering a course, we need to meet four primary requirements. They are:

1. The high school instructor selected to teach the course must meet credentialing guidelines as defined by Minnesota State College and Universities in collaboration with guidelines set forth by the Higher Learning Commission (HLC).
 - Instructors will be asked to complete a credentialing packet. This packet details the credentialing requirements based on the course.
 - Instructors must provide transcripts with the conferred date (unofficial transcripts are acceptable) as well as any additional course transcripts, certificates, certifications, letters of support, and their high school teaching license
 - The credentialing packet also lays out “next steps” should a instructor not meet credentialing guidelines. Options to earn credit or to offer the class as PSEO (sending Ridgewater College faculty to your high school) are also an option we can explore.
2. Ridgewater College must have a faculty member who can mentor
 - This mentorship is based on load as mentors are paid for mentoring by the credit hour
3. The course must be an active course in our catalog and offered each year.
 - Like most colleges and universities, we have course in our catalog that aren’t offered every semester. NACEP requires that courses offered for College in the Schools be in current rotation on our course schedule.
4. The course offering should align with either the Minnesota Transfer Curriculum or be a part of a technical degree offering
 - We want to ensure that the class(es) chosen are the best fit for the student’s goals in the long run. Therefore, faculty in the program as well as their academic dean will discuss course options with the high school prior to finalizing the course offering.

If each of these criteria are met successfully, then Ridgewater College will create a partnership with the high school.

If these criteria are **not** met, Ridgewater College will discuss additional options with the high school. These options include:

- Sending a Ridgewater College faculty member to the high school to teach the class: This is course load dependent.
- Online options: Some of our courses (especially general education courses) are available online. We can discuss these options as well as student preparedness/success to see if this is the best option.
- If it is an issue of credentialing, we are happy to look at the amount of credits or work experience needed for the high school instructor to meet credentialing. If the high school

instructor is (a) on board with earning extra credits or working in the field to gain hours and (b) can complete this requirement by September 2022 to satisfy the extension provided to us from the Higher Learning Commission (HLC), then we can offer a partnership. We detail this extension in more detail under standard F1.

- Should the instructor not meet the deadline by September 2022—unless otherwise directed by the Minnesota State Legislature or the Minnesota State College and Universities System Office, we will discontinue the partnership.

Responsibilities based on Role

To help build a collaborative working relationship, we have identified the following expectations based on role.

Ridgewater College will:

- Credential high school faculty using the Minnesota State and HLC credentialing guidelines
- Assign a Ridgewater College faculty member to serve as a mentor to the high school instructor
- Provide training for the high school instructor on processes, procedures, and discipline specific policies and expectations
- Provide professional development opportunities for the high school instructor
- Work with the high school's designated point person to complete applications, collect transcripts and provide information on taking Accuplacer (if needed). If the high school is within a reasonable driving distance, the Special Projects Coordinator is available to help with application collection.
- Provide parents with detailed information about being enrolled into a concurrent enrollment course, transferability of credits, student handbook and course drop/withdrawal guidelines.
- Provide advising options for students in various modalities including face-to-face, in class during the first week, and through printed materials, website links, and advising videos.
- Create, administer and tally end of course evaluations. Results will be shared with the high school instructor.
- Provide a college transcript to students upon request
- Process applications and register students at Ridgewater College
- Provide high school instructors with a list of approved graduate level courses for those instructors still working towards credentialing requirements
- Monitor high school instructors progress towards credentialing requirements
- Provide data on request to the Minnesota Department of Education, Minnesota State College and Universities, Higher Learning Commission, and the National Alliance of Concurrent Enrollment Partnerships to prove compliance with accreditation standards, student success, instructor credentialing, etc.

Ridgewater College Faculty Mentors will:

- Mentor and coach high school instructors throughout the academic year, serving as a professional point of contact for their course delivery
- Meet with new partnership instructors prior to the start of their first course offering to:
 - Train high school instructors on discipline specific processes and procedures as well as discuss the NACEP required elements as outlined in the *Discipline Specific Checklist*.
 - Level set expectations on how to best work together and communicate
 - Review and approve all course materials including (but not limited to):
 - Syllabus
 - Handouts
 - Alignment of Ridgewater College course learning outcomes
 - Assignments
 - Quizzes & Tests
 - Textbook

- Arrange for a site visit, during the time that the class is being taught, at the high school. Should the instructor and mentor's schedule not align for a visit, alternative methods are permitted, but at least one (1) meeting must be arranged during the term. For high school instructors who have been teaching more than one class (English Comp I and English Comp II, for example) for three consecutive years, have taught these courses consistently each year, and have no recorded instances of non-compliance, the mentor is permitted to conduct one site visit for the academic year, rather than one site visit per course. Mentors should, however, visit these courses on an every-other-year rotation so each class is visited on a regular basis.
- Arrange or approve a professional development option for high school instructors in the discipline. If a discipline has more than one (1) instructor, mentors are welcome to plan a group activity for all of their instructors to participate. Mentors are required to work with instructors on the "discipline specific" portion of this professional development.
- Complete all required paperwork by the due date and submit to the required Assignment folder in D2L. This includes, but is not limited to:
 - Site Visit forms
 - Professional development forms
 - Training date completion for tracking

High School Instructors will:

- Complete the credentialing application providing transcripts, letters of recommendation, valid teaching license, and resume.
- New instructors will complete the required training from both Ridgewater College (provided online through D2L) and their assigned mentor before their course is to begin
- Provide copies of all course materials and assessments to their assigned mentor for review. If upon review, the mentor believes that materials need to be updated, instructors will make the necessary updates before their course begins. This review/updating ensures that the course rigor is comparable to courses on campus and is required by NACEP.
- Create a syllabus using the Ridgewater branded syllabus template and upload it into the College in the Schools course in D2L
- Sign the *Approval to Teach* letter and upload it into the College in the Schools course in D2L
- Upload course materials and assessments into the College in the Schools course in D2L once approved by the mentor
- Work with their assigned mentor to complete the mandatory yearly professional development. High school instructors are encouraged to share professional development ideas that pique their interest to fulfill this requirement, but need to have their mentor sign off on the offering prior to attending. This is in alignment with NACEP requirements.
- Work with their mentor to find a date/time for the required site visit that will take place during the school day, in the high school classroom, during the course offering. If distance or scheduling is an issue, alternative options are permitted (such as Skype, Zoom, recorded lecture, etc)
- Share the end of course evaluation link (emailed to instructors at the end of their term) with their students
- If an instructor is working towards credentialing requirements, the instructor will report yearly on their progress to the Special Projects Coordinator using the approved form.

High School Administration and/or High School District will:

- Read, sign and return the Joint Powers Agreement
- Provide the college a list of students (including parent name(s), address) as early as possible. This allows Ridgewater College to:
 - Check to see if the student has a current PSEO/College in the Schools application on file (should the high school be in close proximity to either of our campuses)
 - Send parents an informational packet

- Use it as a means of verification should an application not be legible
- Provide students with mentor approved textbooks (the same books can be used for multiple years to help save on cost)
- Support high school instructors participation in professional development opportunities
- Assist the Special Projects Coordinator in collecting applications for students interested in taking the course. This includes connecting with students, signing the application and providing the college with a transcript, and a copy of ACT, SAT or Accuplacer test scores (if available).
- Only enroll students who meet eligibility enrollment guidelines. Mixed courses (classes where students have the option to take the class for high school credit only, alongside students who are taking the course for college credit), are not allowed per the Joint Power Agreement.
- Provide an updated class list on the 1st Friday of the course. Students have until the first Friday of the course to drop without penalty.
- Continue to keep Ridgewater up-to-date on any enrollment changes of the students (including late drops, students who withdraw complete from the high school, etc.)