



COLLEGE IN THE HIGH SCHOOL

Mentor Policy Manual

NORTHLAND
COMMUNITY & TECHNICAL COLLEGE

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MENTOR APPOINTMENT

Individual Academic Departments are responsible for appointing mentors. The mentor should be teaching the course(s) that the assigned CHS instructor is teaching. It is preferred that the mentor have experience teaching the course(s) although not required. The mentor assignment form (see appendix) must be completed with the specific assigned schools listed along with the credit hour designation. The form must be dated and signed by the Department Chair and the assigned mentor.

MENTOR RESPONSIBILITIES

NEW INSTRUCTOR TRAINING

The assigned mentor is responsible for new CHS instructor training. The training must be completed prior to the new instructor teaching the course. The training can be completed at the high school or on campus. If more than one new instructor is assigned to the mentor, the training for all the instructors can be completed at the same time, but the training must be specific for the assigned course. It is advisable for the mentor to coordinate the training with the CHS coordinator. The CHS coordinator is responsible for providing orientation for the new instructor and this could be completed on the same day.

The content of the training must be course specific and include syllabus development, learner outcomes, assessments, textbooks, curriculum, pedagogy and course philosophy. The length of the training is not specified but ample time must be allotted to thoroughly cover all aspects of the course. A detailed agenda and copies of training materials must be provided to the CHS coordinator. The agenda should be signed by the mentor and CHS instructor(s). Follow up memos and communication documents must also be provided to the CHS coordinator.



MENTOR RESPONSIBILITIES

NEW INSTRUCTOR APPLICATION

If a CHS school is applying for a new course with a new instructor, the assigned mentor is responsible for reviewing the instructor credentials with the Department Chair. If the instructor meets the credentialing requirements, the credentials are provided to the Academic Dean for approval and all must sign the approval form (see appendix).

The mentor will provide a copy of the current Northland course syllabus as well as the Common Course Outline (CCO) which contains the learner outcomes for the course. The mentor will work with new instructor in the development of the syllabus. The Northland syllabus guidelines must be followed (see appendix). The CHS syllabus must have the same learner outcomes, grading scale and assessments as the Northland syllabus. The syllabus can be identical to the Northland syllabus.

NEW COURSE APPLICATIONS WHEN INSTRUCTOR IS EXPERIENCED

In the case of an experienced CHS instructor teaching a new course, the same conditions as stipulated in paragraph 2 in the New Instructor application must be followed.

REPEAT COURSE APPLICATION

CHS schools are required to apply for courses in March of the year prior to offering the course. The application must include an updated syllabus. The mentor is responsible for reviewing the syllabus and informing the CHS coordinator that the syllabus has been approved. The course approval form must be completed and signed by the mentor, Department Chair and Academic Dean.



SITE VISITS

Prior to the site visit, obtain prior approval from the assigned Academic Dean for travel to the CHS site. Prior approval is necessary for reimbursement of travel expenses.

Upon arrival at the CHS site, always check in at the administrative office. All CHS schools require visitors to sign in and most require a visitor's pass. If possible, introduce yourself to the building principal and/or counselor.

Site visits to the CHS classroom are mandatory. It is advised that there be 2 site visits per semester for new CHS instructors and 1 site visit per semester for experience CHS instructors. A site visit form is provided (see appendix) and should be filled out and signed by the mentor and CHS instructor at the time of the site visit. It is expected that the visit would involve observing the CHS course for the entire class period and classroom interactions and dialogue should be documented. The site visit should also document that the course is meeting the learner outcomes and content of the course syllabus.

When visiting the classroom, the mentor will be viewed by the CHS students as a representative of Northland. It is an opportunity to visit with the students and advise them of their responsibilities as well as discussing topics such as credit transfer, library services, and any other questions the students may have regarding their CHS experience.

The mentor should examine student assessments and obtain copies of student work. The mentor should also discuss grading practices and rubrics with the instructor to ensure the course content and rigor are meeting Northland standards.



ASSESSMENTS

During the term of the CHS course, the mentor should provide Northland assessments to the CHS instructor. Sample assessments from CHS students should be collected to ascertain that rigor and performance are consistent with Northland student performance. The sharing of assessments should be done routinely. There should also be a common rubric that ensures that the grading standards are the same for on campus and CHS courses. It is also advisable to do an assessment comparison with class average and Standard Deviation for CHS and Northland courses. Mentors will be required to provide paired assessments to the CHS coordinator at the completion of the term.

CHS COURSE EVALUATIONS

All CHS courses will have student evaluations using the same evaluation instrument that on campus courses use. The completed evaluation will be reviewed by the CHS coordinator and furnished to the assigned CHS mentor. The CHS mentor should review the evaluation and forward the results to the CHS instructor with appropriate feedback. All communications with the CHS instructor must be copied to the coordinator. If an issue occurs because of the student responses in the evaluation, contact the coordinator and arrange a visit with the CHS instructor. The CHS course evaluation is not to be provided to the high school administration unless there is permission granted by the CHS instructor.

CHS INSTRUCTOR NON-COMPLIANCE

We are fortunate to have exceptional CHS instructors. However, if a situation occurs where an instructor is not teaching the CHS course according to the standards that have been set, it is imperative that corrective action be taken immediately. Contact the CHS coordinator to evaluate the situation and determine if a remediation plan can be implemented. If so, a meeting with the CHS instructor is necessary to implement a plan to correct the issue(s) with a timeline for completion. Examples of non-compliance can include textbook issues, failure to develop an acceptable syllabus or failure to follow the approved syllabus, lack of rigor, or any other issue that degrades the rigor and quality of the CHS course. If the corrective measures are not completed within the timeline, the CHS course will be terminated at the end of the term.



CHS MENTOR NON-COMPLIANCE

Northland is fortunate to have exceptional mentors. The relationship established between the mentor and CHS instructor is vital to the success and integrity of the CHS program. If a situation arises where a mentor is not following the policies stipulated in this manual, the CHS coordinator will address the deficiencies with the mentor. Corrective measures will be necessary and implemented immediately. If the mentor fails to undertake the prescribed corrective action, the CAO will terminate the mentor agreement and a different mentor will be assigned to the CHS instructor.



APPENDIX

- 1. MENTOR APPOINTMENT FORM**
- 2. INSTRUCTOR/COURSE APPROVAL FORM**
- 3. NORTHLAND SYLLABUS REVIEW FORM**
- 4. SITE VISIT FORM**



**NCTC COLLEGE IN THE HIGH SCHOOL
MENTOR ASSIGNMENT**

DEPARTMENT _____

NCTC MENTOR _____

SCHOOL/COURSE(S)/CREDITS

DEPARTMENT CHAIR

DATE

FACULTY MEMBER

DATE

**College in the High School
Instructor / Course Approval
FY 2019-20**

High School _____

Instructor _____

CHS Course _____

NCTC Dept. _____

Credentials:

Master's in Field? _____ Credentials Submitted? _____

Credentials approved in Prior Year? _____ Elaborate on qualifications:

Course Syllabi Satisfactory? _____

Departmental Recommendation

- _____ Approve
- _____ Approve (with provisions noted below)
- _____ Deny (for reasons stated below)

Department Chair

Mentor

Academic Dean

Date

Syllabus Review Form

The syllabus is an expansion of the common course outline that includes details relevant to the instructor, course, semester offered and statements to comply with the Office of Civil Rights (OCR) standards. Per MSCF contract and System Policy 3.22: Course Syllabus, the syllabus must be developed and disseminated during the first week of classes to all students registered in the course.

Suggested information items included in the course syllabus:

Yes	No		
<input type="checkbox"/>	<input type="checkbox"/>	Course prefix, number and title	Dept. _____
<input type="checkbox"/>	<input type="checkbox"/>	Instructor contact information (name, email, phone, office location)	INST: _____
<input type="checkbox"/>	<input type="checkbox"/>	Course information (credits, prerequisites, co-requisites)	SCHOOL _____
<input type="checkbox"/>	<input type="checkbox"/>	Course description	_____
<input type="checkbox"/>	<input type="checkbox"/>	Student learning outcomes	CHS Mentor
<input type="checkbox"/>	<input type="checkbox"/>	Required materials	
<input type="checkbox"/>	<input type="checkbox"/>	Grading/evaluation	
<input type="checkbox"/>	<input type="checkbox"/>	Course policies and practices	
<input type="checkbox"/>	<input type="checkbox"/>	Academic dishonesty statement	
<input type="checkbox"/>	<input type="checkbox"/>	Statement of accommodations	
<input type="checkbox"/>	<input type="checkbox"/>	Statement of diversity	
<input type="checkbox"/>	<input type="checkbox"/>	Other items unique to course, content, instruction, etc.	
<input type="checkbox"/>	<input type="checkbox"/>	Office hours listed	
<input type="checkbox"/>	<input type="checkbox"/>	Consistent with the Common Course Outline	

3.22 Course Syllabi

Part 1. Purpose. The course syllabus is prepared to provide students with information on the course content, course requirements, and course expectations.

Part 2. Definitions.

Subpart A. Course Outline. The course outline is the document approved by the college or university curriculum committee and shall include the course title, course description, prerequisites, total credits, lecture/lab breakdown, and student learning outcomes.

Subpart B. Course Syllabus. The course syllabus is a document that contains the elements of the corresponding course outline, standards for evaluation of student learning, and additional information which reflects the creative work of the faculty member.

Part 3. Dissemination to Students. Each college and university shall establish institutional procedures which assure that each student enrolled in a course shall be provided a course syllabus within a maximum of one week from the first class meeting. When courses are offered in a condensed format, the time frame for distribution of the syllabus shall be adjusted accordingly.

Part 4. Dissemination to College or University Administration. The faculty member shall, upon request, provide a copy of the current course syllabus to the college or university administration according to institutional procedures.

PLEASE CHECK WHICH APPLIES

- 1st Time Course Taught
 1st Time Instructor Taught
 Repeat Course/Same Instructor

**NORTHLAND COMMUNITY AND TECHNICAL COLLEGE
COLLEGE IN THE HIGH SCHOOL SITE VISIT REPORT**

High School Instructor _____ Semester/Year _____

High School Site _____ Number of Students _____

Course Name _____ Course Number _____

NCTC Mentor _____ Number of Credits _____

_____ A. **I HAVE REVIEWED THE COURSE SYLLABUS/COURSE OUTLINE FOR THE FOLLOWING CONTENT:**

1. Length and number of class meetings and how they will be used to cover the subject matter.
2. Class lists and procedures for adding and dropping courses.
3. Library resources and college writing expectations.
4. Required materials and tests.
5. Attendance policy and how it applies to grading.
6. Testing procedures and grading processes.

_____ B. If this is a **first-time course**, and/or a **first-time instructor**, 4 meetings are suggested per semester. Complete the following record of meetings.

First time instructor/course Instructor Meetings

_____ Pre-class meeting (1).

_____ In-person class observations (2)/Instructor-mentor meetings (3).

1. Date of pre-class meeting: Date _____
2. First observation: Date _____
3. Second observation: Date _____
4. Follow-up meeting Date _____

_____ C. If this is a **repeat course** with an experienced instructor, minimum of 1 meetings per semester is required. If the instructor has taught CHS courses for a number of years, the number of site visits can be flexible. Complete the following record of meetings.

Experienced Instructor/ Repeat Course meetings

1. Date of First Meeting: _____
2. Date of Second Meeting: _____

_____ D. Class was observed. (Describe activities on reverse side.)

_____ E. High School teacher and mentor met for discussion of the class. (Describe content on reverse side.)

_____ F. Assessments were provided to the NCTC mentor.

_____ G. I am satisfied that the NCTC curriculum is being delivered successfully in this class.

Attach assessments, follow-up emails, etc. to this site visit report.

Describe the classroom activities that were observed during the site visit:

Describe the content of the discussion between the NCTC mentor and the high school teacher.

Describe the conversations and dialogue that you had with the students (i.e. college expectations, advising, etc.)

Signature of Mentor

Date

Signature of CHS Instructor

Date