



RunningStart®

Faculty Liaison Handbook

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MISSION OF RUNNING START

The mission of the Running Start program at Baker College is to develop partnerships with secondary institutions to provide high quality, tuition free programs, which allow students opportunities to earn college credit while still in high school.

DEFINITION OF TERMS

A number of high school opportunity programs fall under the “Running Start” umbrella. These programs are defined as follows:

- *Concurrent Enrollment (CE)*: A Baker College course facilitated at a high school site by a teacher employed by the high school.
- *Direct Credit (DC)*: A Baker College course facilitated at a high school site by an instructor employed by Baker College.
- *Dual Enrollment (DE)*: One or more courses taken by a high school student at a Baker College location (on campus or online), facilitated by a Baker College instructor.
- *Early/Middle College (EMC)*: A program beginning in a high school student’s junior year that allows the student to delay their high school graduation by one year, known as the thirteenth year, which culminates with the student being awarded both their high school diploma and an associate’s degree. In order to achieve this goal, the typical student will take a variety of CE, DC, and DE courses during their junior and senior years, and attend Baker College as a full-time student during their thirteenth year.

As a Faculty Liaison, you will be dealing primarily with CE courses and instructors. However, it is beneficial that you are aware of all facets of the Running Start program to ensure that you are using terminology consistent with that of the Running Start staff.

HANDBOOK OVERVIEW

The quality and academic rigor of Baker College’s CE programming efforts is heavily dependent upon the active participation of the Faculty Liaison. In accordance with the National Association for Concurrent Enrollment Partnership (NACEP) accreditation guidelines, all Baker College CE courses are required to have a Baker College Faculty Liaison to provide curriculum oversight and support to CE instructors. Faculty Liaisons must agree to serve in accordance with the responsibilities contained herein, Baker College CE program policies and procedures, and NACEP accreditation requirements.

NACEP

Baker College chose to pursue, and received, NACEP accreditation to highlight the rigor and exceptional quality of our program. Currently, we are one of two NACEP-accredited higher education institutions in Michigan. NACEP accreditation requires compliance with six standards, most recently updated in May 2017:

1. Partnership Standards

- a. *Partnership 1 (P1)*: The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
- b. *Partnership 2 (P2)*: The concurrent enrollment program has ongoing collaboration with secondary school partners.

2. Faculty Standards

- a. *Faculty 1 (F1)*: All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.
- b. *Faculty 2 (F2)*: Faculty Liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
- c. *Faculty 3 (F3)*: Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
- d. *Faculty 4 (F4)*: The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

3. Assessment Standard

- a. *Assessment 1 (A1)*: The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

4. Curriculum Standards

- a. *Curriculum 1 (C1)*: Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits
- b. *Curriculum 2 (C2)*: The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
- c. *Curriculum 3 (C3)*: Faculty Liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

5. Student Standards

- a. *Student 1 (S1)*: Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.
- b. *Student 2 (S2)*: The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
- c. *Student 3 (S3)*: Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
- d. *Student 4 (S4)*: The college/university provides, in conjunction with secondary partners,

concurrent enrollment students with suitable access to learning resources and student support services.

6. Program Evaluation Standards

- a. *Evaluation 1 (E1)*: The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
- b. *Evaluation 2 (E2)*: The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

As a Faculty Liaison, you will be most heavily involved with the Faculty, Assessment and Curriculum Standards. You will play an integral role in helping us achieve reaccreditation in 2024.

CONCURRENT ENROLLMENT COURSES & FACULTY

Concurrent enrollment courses are taught during the regular school day by high school instructors who meet the Baker College adjunct faculty requirements. Curriculum, delivery and expectations mirror those of the Baker College faculty teaching on campus. Students who successfully complete a CE course receive both high school and Baker College transcribed credits. Each CE instructor will be assigned a Faculty Liaison to mentor the instructor on how to promote a college experience by creating the Baker College environment in the high school classroom.

Concurrent Enrollment Faculty Roles and Responsibilities

As a Faculty Liaison, it is important be aware of the expectations placed on CE faculty, and to help to ensure that the following guidelines are met:

- CE faculty complete the required “First Year Faculty Experience” prior to the start of the CE course.
- CE faculty complete a discipline-specific orientation prior to the start of the CE course.
- CE faculty read and adhere to the policies in both the Baker College Concurrent Enrollment Faculty Handbook, and the standard Baker College Faculty Handbook.
- CE faculty use the Baker College learning management system, Canvas, in the delivery of Baker College CE courses, and are to follow the same Canvas expectations required of all Baker College faculty.
- CE faculty use the syllabus, student learning outcomes, textbooks and supplemental materials, as indicated by the College.
- CE faculty use the College’s grading scale. Student grades in the concurrent enrollment course are to reflect performance in the college course and should not reflect any high school coursework.
- CE faculty assess concurrent enrollment students according to the same performance standards as those used on the Baker College campus. Assessment standards are provided to the CE instructor prior to the onset of the CE course.

- CE faculty are required to participate in one annual CE professional development session, along with program or course-specific professional development activities. Information on professional development offerings will be provided to the CE faculty through the assigned Faculty Liaison.
- CE faculty ensure that the class roster is accurate and complete prior to the second week of the CE course. If a student drops or withdraws after the second week of the CE course, the CE faculty must inform the Running Start Coordinator.
- CE faculty must utilize his or her own designated Baker College e-mail address for correspondence related to the CE course, including correspondence to the CE students.
- CE faculty must submit CE grades through the college's learning management system by the assigned due date for the given course.
- CE instructors are responsible for regularly/continually communicating with the students and the Running Start coordinators regarding student progress including, but not limited to, student attendance, grades, behavior, or any other issue that may affect the success and positive completion of the CE course. It should never be a surprise to anyone that a student has failed a course.

THE ROLE OF A FACULTY LIAISON

Faculty Liaisons are responsible for ensuring that courses in their respective content area taught in the high schools align with the courses taught by the college. This position coordinates academic and professional development activities with secondary instructors who teach concurrent enrollment classes. Faculty Liaisons document new CE instructor orientations, one-on-one trainings, review and approve course documents, conduct site visits, coordinate assessment and grading alignment discussions and host professional development activities. Working with the Running Start staff and through documentation collection, they also help to ensure the highest quality concurrent enrollment courses possible that also align with the NACEP standards.

FACULTY LIAISON APPOINTMENT

Faculty Liaisons are appointed on an annual basis by the Faculty Liaison Coordinator, with approval from the Provost. Faculty Liaisons can be Deans, Department Chairs, or faculty. It is preferred that the role be assigned to a Department Chair due to his or her familiarity with curriculum and involvement with curriculum changes.

TRAINING AND PROFESSIONAL DEVELOPMENT

Faculty Liaisons are required to participate in an orientation hosted by a Faculty Liaison Coordinator. They also attend and conduct professional development opportunities with and for the CE instructors throughout the academic year.

Faculty Liaison Training

Faculty Liaisons attend a training hosted by a Faculty Liaison Coordinator each academic year, regardless of tenure as Faculty Liaison, to stay up-to-date on policies and procedures.

Faculty Liaison and CE Instructor Professional Development

Professional Development opportunities are made available to CE instructors through the Faculty Liaison throughout the academic year. This can include online, on-campus, or off campus events, trainings, or speakers. Faculty Liaisons work with the Running Start staff to make these events possible and available to CE instructors. Additionally, Faculty Liaisons will provide discipline-specific training at the annual Running Start conference.

ASSIGNMENT SUMMARY REVIEW AND APPROVAL

CE instructors are required to submit their proposed assignment summary to their Faculty Liaison for review, at which point the Faculty Liaison will provide the CE instructor feedback regarding this document. It is the responsibility of the Faculty Liaison to ensure that all required assessments are included, that they have been allocated the correct number of points, and that the total value of the coursework does not exceed 1,000 points. If approved, the CE instructor may upload his/her assignment summary to Canvas. If not approved, the Faculty Liaison will return the original document to the CE instructor and indicate what changes must be made before it can be approved for use. The CE instructor will resubmit the assignment summary to the Faculty Liaison when the recommended changes have been made for a second review. The Faculty Liaison will re-review the document and provide the CE instructor feedback. The CE assignment summary must be approved by the Faculty Liaison no later than the second day of classes for the course to be approved and offered for CE credit.

SITE VISITS

A site visit is required during a new CE instructor's first semester, and at a minimum every three years for each concurrent course following the initial review. Each site visit should be discussed between the Liaison and CE instructor, preferably during the visit should schedules permit. Site visits are an opportunity for the Faculty Liaison and CE instructor to build rapport and initiate communication. This is not a review of instructor's teaching, but a chance to ensure curriculum alignment and an opportunity for the Faculty Liaison to be involved in the great things going on off-campus in the high schools.

An audit form will be used by the Faculty Liaison to guide and document the site visit and upon completion will be signed by both the Faculty Liaison and CE instructor. The audit form must be completed to include a descriptive response for each question as needed. The audit form is required for each class visited (one site visit per course per instructor). Faculty Liaisons may include additional pertinent information within an accompanying letter submitted with the audit form. An additional letter is recommended for clarification or inclusion of additional information but is not required if the audit form is thorough and complete. Any issues or concerns raised from the site visit will be brought forth to the Running Start staff to begin addressing the problem with the CE instructor and, if needed, school administration (for example if lab equipment is insufficient budgetary constraints should be addressed among administrators, while curriculum differences should be addressed with the CE instructor directly).

To ensure conversations continue about course rigor, the CE instructor and Faculty Liaison must each sign off on the finalized form submitted to Baker College. An audit that is submitted to the Running Start staff that is not complete will be returned to the Faculty Liaison. The Faculty Liaison then has two weeks to complete the form and obtain all required signatures. If the Faculty Liaison does not complete the form and resubmit to the Running Start staff within two weeks, the Provost will be notified and requested to assist in documentation completion.