

CCSNH RUNNING START FACULTY PARTNER RESPONSIBILITIES:

Faculty Partner Responsibilities: Given that the College Faculty Partner will monitor the delivery of his/her institution's course at the high school level, the College Faculty Partner will assume the following responsibilities:

1. For a new course, meet with the high school faculty partner personally before the beginning of the course to ensure that the course and labs have parity and consistency and meet the same course outcomes as the CCSNH course. In addition, the partners will exchange syllabi, supplementary materials, instructor texts, and at least two assessment tools (sample work, exams, etc.), and discuss any modifications, if needed, to fit into high school environment.

For a repeat course, contact the high school faculty partner (personally, e-mail, phone, or teleconference) within three weeks of the start of the course to ensure that previously agreed upon course outcomes, syllabi, supplementary materials, textbook and assessment tools are still viable. If either the high school or college partner anticipates significant changes to the course, he/she should contact the respective faculty partner before the course begins.

2. Be available to the high school faculty partner to provide guidance about the content and structure of the course throughout the high school semester calendar.
3. Collaborate with the Running Start Coordinator and act as a liaison with the high school to resolve questions and concerns. Coordinate with the college's Vice President of Academic Affairs when issues cannot be resolved.
4. Communicate with the high school faculty partner through phone, e-mail, teleconference or in person at least twice more before the end of the course (mid-semester and prior to final exam is recommended). Discussion should cover areas of course content and materials, evaluation methods, and students' success in meeting learning outcomes, and assessment instruments used to ensure that course outcomes are being accurately measured.
5. In addition to above, for a new class, visit at least one class session on site at a mutually agreeable time prior to mid-semester. For a repeat class, visit at least one class session on site at a time deemed appropriate by the partners. In each instance above, the college faculty partner should apprise the class of the significance of the course in the college curriculum, and invite the high school faculty partner to observe a class conducted by the partner on the CCSNH campus. In each instance above, the college faculty partner will provide the high school faculty partner with feedback from the in-class visit. For purposes of this visit the College Faculty Partner will use the CCSNH Classroom Observation Form.

6. Running Start Coordinators will collect all Course Evaluation Forms (Form D) from students and the Running Start Partnership Evaluation (Form C) filled out by the high school partner and forward both to the Running Start coordinator. The faculty partner will complete the Running Start Partnership Evaluation (Form F) and the Classroom Visitation Report and forward both to the Running Start coordinator. Depending on results of evaluations, one of two actions will then take place:
 - a. Satisfactory Evaluations: If, in consultation with the faculty partner, the Vice President of Academic Affairs or the respective Department Head/Program Coordinator deems the evaluations satisfactory, the college partner will contact the high school partner and indicate that all evaluation forms will be forwarded at the conclusion of the course.

OR

- b. Unsatisfactory Evaluations: If, in consultation with the faculty partner, the Vice President of Academic Affairs or the respective Department Head/Program Coordinator deems the evaluations unsatisfactory, the individuals designated above will determine appropriate action, including possibly meeting personally with the high school principal and the High School Partner.
7. Submit to the Running Start Coordinator the checklist of responsibilities showing date and mode of communication for the following:
 - Initial contact with high school partner
 - Two subsequent contacts with high school partner (personal, e-mail, phone, or teleconference)
 - Classroom visit and feedback to high school faculty partner (can be counted as one of the “contacts” specified in #2 above)
 - Review of various Evaluation Forms as indicated in #6 above, no later than two weeks after the end of the course.