

JCC

JAMESTOWN  
COMMUNITY  
COLLEGE

S U N Y

*College Connections*

# **FACULTY LIAISON RESOURCE GUIDE**

## **ABOUT COLLEGE CONNECTIONS**

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### **THE PROGRAM**

College Connections is a collaboration between JCC and its partner school districts. The program allows students to earn concurrent high school and college credit by completing JCC courses taught in the high schools by highly qualified, JCC-trained and supported teachers.

### **THE INSTRUCTORS**

High school instructors who teach College Connections courses are reviewed, selected, and supported by JCC faculty. These instructors work with JCC faculty liaisons to ensure that their courses give students an opportunity to experiment with the academic rigor of university coursework while in high school.

### **THE COURSES**

Course content, assignments, projects, and assessments in College Connections courses are consistent with those taught on the JCC campus. Students work towards the same outcomes as those in on-campus courses. Students who successfully complete College Connections courses earn JCC credit, which is verified by an official transcript.

### **THE STUDENTS**

Qualified students are primarily high school juniors or seniors who meet the same requirements as those students who take the course on campus. We also allow the occasional, exceptional sophomore to enroll in College Connections courses. Students are also held to the same campus policies including academic integrity and withdrawal policies.

### **BENEFITS**

College Connections is an affordable way to earn concurrent high school and college credit while developing key skills for future success. Students can:

- Save money by reducing future college costs
- Enjoy more opportunities in college such as study abroad or internships
- Lighten their college course load or pursue a second major
- Set themselves apart from other college applicants
- Graduate early or pursue a graduate degree
- Develop skills for college success in the comfort of the high school environment

### **ABOUT CONCURRENT ENROLLMENT**

Sometimes called “dual credit,” “dual enrollment,” or “college in the high school,” concurrent enrollment partnerships differ from other models of dual enrollment because high school instructors teach the college courses. It is a low-cost, scalable model for bringing accelerated courses to students in urban, suburban, and rural high schools. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning college credit at the time they successfully pass the course. Concurrent enrollment also facilitates close collaboration between high school teachers and college faculty that fosters alignment of secondary and postsecondary curriculum.

## NACEP ACCREDITATION

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The College Connections program is fully accredited by NACEP (National Alliance of Concurrent Enrollment Partnerships), a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment. College Connections is one of only 105 U.S. colleges to have attained this designation. NACEP is the sole accrediting body for concurrent enrollment programs that advances quality college courses in the high schools and helps these programs adhere to the highest standards so that students experience a seamless transition to college. Adherence to NACEP standards provides students with a smooth transition to post-secondary work and high school instructors and opportunity for meaningful professional development in a supportive collegial atmosphere.

NACEP Standards are measurable criteria that address quality in concurrent enrollment programs. The standards promote the implementation of policies and practices to ensure that:

- Concurrent enrollment courses offered in the high school are the same as the courses offered on-campus at the sponsoring college or university.
- Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses.
- Instructors teaching college or university courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution.

Additionally, the standards encourage greater accountability for concurrent enrollment programs through required impact studies, student surveys, and course and program evaluations. The standards are the basis for accreditation, but all concurrent enrollment programs can benefit by using the standards as a framework for program development.

As the only national set of quality standards applicable to concurrent enrollment partnerships, NACEP's standards serve as model standards that have been adapted or incorporated into state policy in 16 states.

NACEP's current standards of program quality were first adopted in 2002, revised in 2009, and revised again in 2017. The 16 revised standards cover six categories:

- Curriculum
- Faculty
- Students
- Assessment
- Program Evaluation
- Partnerships

## NACEP STANDARDS

CURRICULUM STANDARDS	
<b>C1</b>	Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
<b>C2</b>	College/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
<b>C3</b>	Faculty liaisons conduct site visits observe course content and delivery, student discourses and rapport to ensure the courses offered through concurrent enrollment program are equivalent to the course offered on campus.
FACULTY STANDARDS	
<b>F1</b>	All concurrent enrollment instructors are approved by the college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.
<b>F2</b>	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.
<b>F3</b>	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.
<b>F4</b>	The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.
STUDENT STANDARDS	
<b>S1</b>	Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.
<b>S2</b>	The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
<b>S3</b>	Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
<b>S4</b>	The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.
ASSESSMENT STANDARDS	
<b>A1</b>	The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on-campus sections.
PROGRAM EVALUATION STANDARDS	
<b>E1</b>	The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
<b>E2</b>	The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.
PARTNERSHIP STANDARDS	
<b>P1</b>	The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
<b>P2</b>	The concurrent enrollment program has ongoing collaboration with secondary school partners.

## **FACULTY LIAISON RESPONSIBILITIES**

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College Connections faculty liaisons are responsible for ensuring that JCC courses taught in the high schools are consistent with the courses taught on campus. They also help to ensure that the highest quality concurrent enrollment courses that align with the National Alliance of Concurrent Enrollment Partnership (NACEP) standards. No faculty member shall be required to serve as a College Connections Liaison (FA MOU 7-16-08).

### **1. INSTRUCTOR APPROVAL**

Directors and/or coordinators are responsible for approving the credentials of new instructors. Once credentials have been approved, faculty liaisons conduct classroom observations and/or interviews and make recommendation for approval, provisional approval, or denial for potential instructors (*to meet accreditation standard F1.*)

### **2. TRAINING**

Liaisons provide discipline-specific training to instructors during the interview/approval process. Liaisons introduce instructors to course philosophy and competencies and assist with the implementation of curriculum, pedagogy, and assessments. They also discuss course syllabi and textbooks (*to meet accreditation standard F2.*)

### **3. SYLLABI REVIEW**

Liaisons review syllabi and complete the syllabus review form for each course that they oversee. They also collect the course syllabus each time the course is offered (*to meet accreditation standard A1.*)

### **4. CLASSROOM OBSERVATIONS & OVERSIGHT**

Faculty liaisons conduct classroom observations the first two times a course is offered and then at the discretion of the liaison. At minimum, a classroom observation is completed once every three years. Faculty liaisons complete site observation reports for each visit and submit them to the College Connections office. During semesters when classroom observations do not occur, it is expected that faculty liaisons maintain close communication with their instructors through phone, email, and informal visits. This communication is documented (dates, mode of communication, details) in a course oversight form, which should be submitted at the end of the term to cover all communication that may take place. Fall observation forms and course oversight forms are due by January 30; full year and spring observation forms or course oversight forms are due by June 30 (*to meet accreditation standard C3.*)

### **5. PROFESSIONAL DEVELOPMENT**

Faculty liaisons provide discipline-specific professional development opportunities for ongoing, collegial interaction. Workshops may address course content, delivery, assessment, evaluation, and/or research and development in the field. All high school instructors are required to attend one half-day of professional development each year. Faculty liaisons choose their professional development date and complete an online workshop proposal form. Liaisons are not required to attend if their teacher(s) will not be attending. If liaison faculty are unable to attend, they are responsible for making alternative arrangements with another liaison to work with their instructor(s) (*to meet accreditation standard F3.*)

### **6. DEPARTMENT ASSESSMENT**

As needed, faculty liaisons also assist with assessment (*to meet accreditation standard A1.*)

## **FACULTY LIAISON COMPENSATION**

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Per the FA College Connections MOU (FA MOU 7-16-08):

- Liaisons are compensated at .25 times the overload rate for instructor approvals. This is equivalent to 8.75 hours of work.
- Liaisons are compensated at .25 times the overload rate for each high school teacher supervised for each different course taught per semester. This is equivalent to 8.75 hours of work.
- Liaisons may receive an additional payment of a maximum of 1 times the overload rate if it is deemed that 35 hours additional time will be required. To qualify for this additional payment the liaison must discuss the need for this additional intervention with the dean prior to beginning this work.
- Liaison and mentor activities are paid 70% bi-weekly with a 30% lag paid at completion of duties. Final 30% payment is made upon receipt of the following documentation:
  - Course observation form or narrative signed by both the liaison and the high school instructor or acknowledged by both via email; or
  - Course oversight form that includes:
    - Summary of course/instructor discussions which share issues, solutions, concerns, etc.
    - Agenda, attendance, and minutes of discipline-specific meetings/workshops.
    - Online course management (Banner) discussion summaries.
    - Other relevant information/documentation.
- Mileage shall be paid to faculty members at the federal IRS rate.

## **INSTRUCTOR RESPONSIBILITIES**

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In order to best support the instructors they oversee, faculty liaisons should be aware of the requirements of College Connections instructors.

### **1. JCC FACULTY LIAISON PARTNERSHIP**

Each College Connections instructor works closely with his or her JCC faculty liaison through site visits and other forms of communication.

### **2. CLASSROOM OBSERVATIONS**

Faculty liaisons conduct classroom observations the first two times a course is offered early in the term. Thereafter, observations are done at the discretion of the liaison. At minimum, a classroom observation must be completed once every three years, which is consistent with JCC's classroom observation policy for part-time faculty. Instructors will be provided a copy of the observation and given an opportunity to comment when acknowledging the report.

### **3. PROFESSIONAL DEVELOPMENT**

College Connections instructors are required to attend one professional development workshop each year. The College Connections contract agreement with the high schools requires the high schools to allow for 0.5 days of release time each year for professional development so attendance should not be an issue. Professional development workshops are at no cost to the high school instructor. Attendance at these workshops is monitored.

### **4. COURSE SYLLABUS**

Your liaison will provide you with a template for your course syllabus. Prior to the start of your course, your faculty liaison approves the course syllabus and textbook, which ensures that your course outline meets the same outcomes as the respective course on campus. Your faculty liaison will send you a syllabus review form each semester, which serves as a checklist for syllabus requirements.

### **5. TEXTBOOKS**

Typically, the same textbook used for on-campus courses is also used in the high school. In some cases, a faculty liaison may approve an alternate text. Some high schools choose to purchase textbooks and loan them to students, while others may require their students to purchase textbooks from the JCC campus bookstore. If students will be required to purchase texts from the JCC campus bookstore, the textbooks must be ordered ahead of time.

### **6. COURSE ROSTER VERIFICATION**

College Connections instructors are required to verify course rosters in the Banner web system by the 6th week of class.

### **7. COURSE EVALUATION**

College Connections students complete course evaluations for each of their courses. Instructors receive information on completing the online course evaluations. Once course evaluations have been processed, instructors receive an e-mailed summary report of the results.

### **8. GRADE SUBMISSION**

College Connections instructors are required to enter grades into the Banner web system. Instructors will have two weeks at the end of the semester to submit their grades. Grades are due within ten (10) days of the final class. Instructors are also required to send a copy of their gradebook to College Connections as SUNY requires that these are kept on file.

## **NON-COMPLIANCE WITH INSTRUCTOR EXPECTATIONS**

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Non-compliance with any of the outlined instructor expectations including annual professional development, concerns identified from faculty liaison site visits, or failure to comply with JCC policies and procedures may result in the instructor being placed on probation with the College Connections program. If the instructor is provisionally approved at the time, the instructor will likely not receive full approval. Through the probation process instructors are provided with the resources and/or support necessary to assist them in meeting the required expectations during the following semester and academic year. A follow-up visit(s) may likely occur during this next academic year. If non-compliance continues in year two, the instructor may be suspended from the program.

## ADDITIONAL RESOURCES

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### JCC COMMON DRIVE

- FA College Connections MOU (J:\HUMAN RESOURCES\Union Contracts and Salary grids\FA\MOU'S)
- Mileage Form – “FORM Mileage Only (J:\BUSINESS OFFICE\Purchase Policy and Forms)

### PROGRAM WEBSITE

[www.sunyjcc.edu/collegeconnections](http://www.sunyjcc.edu/collegeconnections)

- Faculty liaisons tab (shortcut URL: [www.sunyjcc.edu/ccliaisons](http://www.sunyjcc.edu/ccliaisons))
  - Workshop proposal form
  - Faculty liaison responsibilities
  - Resources
    - College Connections Program Handbook
    - Instructor approval form
    - Instructor observation form
    - Instructor oversight form
    - Additional work with instructor form
    - Important dates
- Dates and Resources tab
  - Withdrawal dates for College Connections students
  - Grade submission dates for College Connections instructors
  - All College Connections forms & instructions