

2019-2020 RUNNING START MEMO OF UNDERSTANDING
Between
NHTI Concord's Community College
31 College Drive
Concord, NH 03301

Period Covered: _____

[College], in cooperation with various New Hampshire secondary schools, provides the Running Start concurrent credit program for qualified students who may elect to earn Community College System of NH (CCSNH) college credits and required high school units simultaneously. It is intended that academically able students have the opportunity to realize college level expectations in the familiar and supportive setting of their high schools. This agreement sets forth all the rights and duties of the parties with respect to the Running Start program.

GENERAL PROVISIONS:

1. The curriculum in the course is the same as that offered on the [college] campus, including [college] department approved texts, course outlines, exams and the CCSNH grading system (i.e., A-F). The grades earned are considered dual credit – high school and [college]. [College] transcripts reflect course credit the same as that of other [college] courses. The college reserves the right to determine and periodically revise the conditions under which its programs may be offered for college credit and assumes responsibility for their supervision.
2. A course in the Running Start program should be taught over a comparable or otherwise approved period of time in the high school as in the college.
3. The potential high school Running Start teacher will forward a resume and transcripts to the Running Start Coordinator to be reviewed by the corresponding [college] department and the [college] Vice President of Academic Affairs (VPAA) to ensure that the high school teacher meets educational and experiential standards specified (see attached document, “*Minimum Standards for Adjunct & Running Start Faculty*”). Once accepted, a high school teacher will work in a “team arrangement” with a designated [college] faculty partner assigned by the college’s Department Head.
4. If a CCSNH college reviews the credentials of a high school faculty member who has applied to be a Running Start teacher, and concludes that the faculty member does not meet CCSNH credentialing standards, the Principal of the high school or the Director of the Career & Technical Education Center (CTE) may make a formal, written appeal to the CCSNH college’s VPAA for reconsideration. The VPAA will, in turn, bring the matter to the System VPAA Council which will review the credentials of the high school teacher and any other documentation provided by the high school/CTE center in its appeal. However, final decision-making authority will remain with the VPAA who brought the matter forward.

5. An orientation for high school instructors with the designated [college] faculty partner precedes the offering of the course and includes the examination of the course design, teaching materials, methodology and other dimensions for facilitating the adaptation of campus-designed courses to the high school setting.
6. Courses in the Running Start program will be open to Juniors and Seniors only with the exception of sophomores in junior or senior level courses and students participating in the Project Lead the Way program. Other exceptions may be granted by petitioning the [college] Department Head responsible for the course.
7. Students, parents, and personnel at the high school responsible for advising students should be aware that a course in the Running Start program is a college level course and students should be appropriately prepared for a level of academic rigor not usually associated with a high school level course.
8. Applicable academic policies and regulations as stipulated in the [college] catalogue shall apply to all courses, including basic skills, prerequisite course requirements, class attendance and accommodations for students with disabilities.
9. Students with documented disabilities may be eligible for accommodations and must be identified by the high school faculty partner and the high school liaison prior to registering for the class. The high school faculty partner and the high school liaison should be aware that modifications in an IEP provided in K-12 under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act are not permitted in college courses (see attached document, "*Important Differences Between High School & College Support for Students With Disabilities*"). Any questions about accommodations should be forwarded directly to the college's faculty partner and Disabilities Coordinator.
10. There will be a minimum of five (5) Running Start students registered in a class for it to run as a course in the Running Start program. Exceptions can be made at the discretion of [college]. In addition, the high school is under no obligation to run a course in the Running Start program if it deems the enrollments are insufficient.
11. In a case where non-Running Start and Running Start students are mixed in a class, the course will, nevertheless, use the college's approved syllabus and curriculum for the course.
12. Some Advanced Placement (AP) courses may also be compatible with the Running Start program. However, the course must be demonstrably the college's course and use the college's syllabus. The high school partner has discretion in determining how the AP course requirements may be met above and beyond those required by the college's course.
13. Students must register for a course in the Running Start program by the designated deadline. Retroactive registration will not be permitted.

14. The cost of a course offered in the Running Start program will be established by the Board of Trustees annually (currently \$150.00).
15. CCSNH will be the sole provider of a concurrent credit course in a given class.

THE COLLEGE AGREES TO:

1. Present to the high school, each year, a list of [college] approved courses as appropriate for Running Start consideration by the high school. The list will be updated as appropriate.
2. Provide descriptive information for each course included in the Running Start program. This description is to include an extensive course syllabus, text materials and course assessment instruments.
3. Provide an orientation to the high school's Running Start liaison. See attached.
4. Assess high school teacher credentials for meeting [college]'s respective departmental credentialing standards, as well as faculty standards established by the college's accrediting body, the Commission for Institutions of Higher Education (CIHE).
5. Provide a [college] faculty partner who will be responsible for: an orientation of the high school teacher to the college course and applicable college policies; a review of instructional materials, course outline and examinations; a classroom visitation; assisting, when requested, in the review of student performance; and coordination with [college]'s Running Start Coordinator.
6. Conduct a course review, including a classroom visitation by the [college] faculty partner, an evaluation of the course by the high school instructor, and an evaluation of the course by students participating in the course.
7. Invite the high school instructor to sit in and observe the [college]'s faculty partner's class(es) at the college and provide documentation for professional development purposes.
8. Provide students with a [college] transcript on request.
9. Coordinate registration.
10. Provide funding and documentation for in-service or professional development training, if possible.
11. Provide course placement testing where appropriate.
12. Provide a CCSNH voucher for the high school Running Start liaison and for each course with 5 or more students taught by a high school faculty partner.

THE HIGH SCHOOL AGREES TO:

1. Inform high school students and parents about the dual credit program and identify from the list provided by the college those courses available in the Running Start program.
2. Recruit high school faculty for the Running Start program.
3. Screen students for Junior/Senior eligibility in the Running Start program.
4. Identify an individual at the high school to be the Running Start liaison with [college]'s Running Start Coordinator (see attached liaison expectations).
5. Provide the opportunity for high school students to register for courses in the Running Start Program by the registration deadline.
6. Ensure that the high school RS faculty member completes the course approval process by June 1st for the Fall semester and December 1st for the Spring semester. Exceptions can be made for a late faculty replacement or new hire.
7. In the event that a previously credentialed instructor is no longer available to teach the course in the Running Start program at the start of a semester, the [college] Running Start coordinator will be informed immediately, and the high school will forward the resume and transcripts of the new instructor to the office of Academic Affairs at [college] for review. A course may not begin in the Running Start program unless the high school faculty member's background has been reviewed by CCSNH to meet academic and experiential standards set by the college. However, at the discretion of the college, a high school instructor may be approved who does not meet credentialing standards. Such appointment will be for one time only.
8. In the event that a previously credentialed instructor begins a course in the Running Start program but must be replaced during the semester, or will be absent for an extended period of time, the [college] Running Start Coordinator will be informed immediately, and the new instructor's resume and transcripts will be forwarded to the office of Academic Affairs at [college] for review. If the new instructor does not meet minimum standards for a [college] college faculty member, the college, at its discretion, may approve a high school instructor who does not meet credentialing standards. Such appointment will be one time only and may not exceed two individual or two consecutive semesters.
9. Provide academic counseling services for students enrolled in or seeking enrollment in dual credit courses. (See related item #7 under General Provisions).
10. Ensure that grades are submitted to the college in a timely manner so that students are ensured ready access to their grades.
11. Have textbooks and course materials paid for by the student unless provided by the school district.

12. Provide the opportunity, where feasible, for students to visit [college] at least once during the course to observe other [college] classes and take part in other [college] related matters jointly agreed upon by the college and high school faculty partners.
13. Support high school Running Start faculty in attending college sponsored Running Start professional development activities.

It Is Mutually Agreed That:

1. Representatives of both parties will meet as necessary for the purpose of planning for and evaluating academic and administrative aspects of this cooperative program and discussing any problems and matters regarding the relationship of the parties to this agreement.
2. This agreement shall become effective the date it is signed, and shall continue for a period of one year. The agreement may be terminated at any time by mutual consent of both parties. Either party may terminate the agreement by giving six months written notice.

(Courses offered in the Running Start program are identified on the attached addendum.)

For [college]:

For the Partnering High School:

Vice President of Academic Affairs

Principal, CTE Director or Designee

Date

Date

Community College System of New Hampshire Minimum Standards for Part-Time & Running Start Faculty

Keeping in mind that decisions on faculty credentialing are made on a case-by-case basis, the following guidelines are used by college Vice Presidents of Academic Affairs in evaluating a person's eligibility to teach a Running Start course or any other college-sponsored course. These guidelines are based on various accreditation standards each college must adhere to:

- **In General Education areas*** or other Non-Technical Disciplines (Business, Accounting, Early Childhood Education, Human Services, Criminal Justice, Education, Travel and Tourism), possession of a Master's degree, in the subject/content area closely related to the teaching assignment (e.g., a Master's in Physics to teach Math); or possession of a Master's degree in Education with twelve (12) graduate credits in the subject/content area closely related to the teaching assignment and a Bachelor's degree in the subject/content area or closely related field to the teaching assignment combined with a minimum of two years of related teaching and/or professional work experience is required. Workshops, seminars, licenses, certifications, and other forms of recognized professional achievements in the subject/content area may also be considered in reaching the subject/content area requirement.
- **In Technical I areas (Occupational Technical)**, such as massage therapy, automotive, welding, electrical, HVAC, machine tool--those areas that were once considered "vocational," a Bachelor's degree in the subject area closely related to the teaching assignment, or possession of a Bachelor's degree in Education and an Associate's degree in a subject/content area closely related to the teaching assignment combined with a minimum of three years of related teaching and/or professional work experience is preferred. Individuals with an Associate's degree in the subject/content area closely related to the teaching assignment and a minimum of five (5) years related teaching and/or professional work experience directly related to the teaching assignment shall be considered as meeting the subject/content area requirements. Individuals must possess required licenses or certifications as required within the field.
- **In Technical II areas (Career/Professional Technical)** such as engineering technology, computer technology, spatial information technology, biotechnology, possession of a Master's degree in the subject/content area, or a Master's degree in Education with twelve (12) graduate credits in the subject/content area or closely related to the teaching assignment and a Bachelor's degree in the subject/content area closely related to the teaching assignment combined with a minimum of two years of related teaching and/or professional work experience is preferred. Individuals with a Bachelor's degree in the subject/content area or closely related field to the teaching assignment, or a Bachelor's degree in Education and an Associate's degree in the subject/content area closely related to the teaching assignment combined with three (3) years of related teaching or professional work experience shall be considered as meeting the subject/content area requirements. Individuals must possess required licenses or certifications as required within the field.
- **In the area of Allied Health and other programs with national accreditations:** variable depending on accreditation requirements (therefore, usually not appropriate for Running Start)

Exceptions to the above may be made by the VP of Academic Affairs if an individual can show equivalent academic and/or work or teaching experience. However, in no case will an individual be required to have qualifications exceeding those outlined above. Please also see 690.03 below regarding "Eminence."

*General Education courses include both college-level and developmental/ remedial course offerings (sub-100 level) in English, Communications, Humanities, Fine Arts, Foreign Language, Social/Behavioral Science, History, Religion, Philosophy, Math, and Science.

690.03 EMINENCE POLICY

Candidates for teaching positions who do not meet the system's "minimum qualifications" for any rank, may still qualify for a position if it can be clearly demonstrated that they are "eminent" in their field. In this context, eminence is defined as "superior knowledge and skill in comparison with the generally accepted standard of achievement in the subject area." Candidates may demonstrate such "superior knowledge and skill" through positions they have held, publications, creative activities, Section: 600 – Academic Affairs Subject: 690 Faculty Policy: Eminence Policy Date Approved: March 18, 2008 Policy #: 690.03 Date of Last Amendment: March 18, 2008 Approved: Richard A. Gustafson, Chancellor Effective Date: March 18, 2008 41 honors, awards, or other professional and public recognitions. Evidence that the candidate is held in high esteem within his or her field will be the critical determinant and must be well documented. In no case should the designation of eminence be used to qualify candidates who are close to but below the minimum qualifications, unless eminence can be clearly and objectively established. Since candidates may have established eminence in a specific area within their field but lack the broader background and the general education preparation required by the system's "minimum qualifications," candidates may be judged eminent for a specified set of courses instead of for an entire discipline.

Candidates who qualify under the conditions stated above must be approved by the Vice President of Academic Affairs and the President.

Important Differences Between High School and College Supports for Students with Disabilities

High School	College
Special Education	Disabilities Services
IDEA & Section 504 of the Rehabilitation Act	Americans with Disabilities Act and ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act
Free appropriate public education	Access
Education is a right and must be provided in an appropriate environment to all individuals.	Education is an opportunity . Students must meet certain admissions criteria defined under the ADA as “ <i>otherwise qualified</i> ”. Students must also meet the criteria of the accepting institution such as health, character, technical standards, and conduct code and course objectives.
The school district is responsible to identify a student’s disability.	Students must self-identify to Disabilities Services to access accommodations and services.
School district provides free testing and evaluation.	Students must provide documentation that supports the requests for accommodations. Students are responsible for obtaining up-to-date evaluations and medical records.
School district develops Individualized Education Plans (IEP) or 504 plan to define educational services.	Student must identify needs and request services through Disabilities Services to develop a reasonable accommodation plan.
IEP or 504 Plan determine services and school district must ensure that services are provided.	A reasonable accommodation plan is available to eligible students. IEP’s do not apply. Disabilities Services will work closely with students to support implementation of accommodations by faculty.
All teachers are contacted by Special Education staff.	Students are responsible for presenting reasonable accommodations plans to faculty.
Fundamental alteration of programs and curricula are required.	No fundamental alterations of programs and curricula are required. Students are given equal opportunity to pursue courses and they are evaluated against the same course objectives as other students.
Student’s strengths and challenges are determined by specialists.	Students are expected to develop self-advocacy skills. Disabilities Services staff are available to work closely with students as they develop self-advocacy skills.
Personal services for medical or physical disability are required.	The college is not required to provide personal services. Disabilities Services may assist students in advertising for such services.

* Adapted from Jeanne Kincaid, Esq., Presentations at AHEAD Annual Conferences

Community College System of New Hampshire
High School Running Start Liaison

Facilitate the course approval process by being available to provide any necessary paperwork to complete each course review.

Assist the Running Start Coordinator with scheduling classroom or large group presentations early in each semester.

Be available to answer any Running Start questions when the Running Start high school faculty partner is not available.

Assist in the Running Start registration process.

Assist the high school faculty partner in validating grade status of students wishing to register for courses.

Assist the high school faculty partner in identifying students with disabilities and forwarding accommodation plans to the college's Disabilities Coordinator.

Assist with the processing of any drop forms in a timely manner.

Provide periodic updates on courses to be offered each semester and the teachers that will be teaching those courses.

Assist with the submission of course and partnership evaluations to the college in a timely manner.

Assist with the submission of final grades to the college in a timely manner (timeline may vary for on-line grading).

Assist with the distribution of vouchers in a timely manner and follow-up with the Principals or CTE Directors who receive the vouchers.

Provide the Running Start Coordinator with any feedback regarding college acceptances of students' CCSNH credits earned through Running Start.