



INTERLOCAL AGREEMENT
between
Edmonds Community College (Edmonds CC)
and
Edmonds School District

THIS AGREEMENT is made and entered into by and between **Edmonds Community College**, hereinafter referred to as "Edmonds CC," and the **Edmonds School District**, hereinafter referred to as the "District." The Interlocal Cooperation Act, as amended and codified in Chapter 39.34 RCW provides for interlocal cooperation between government agencies.

IT IS THE PURPOSE OF THIS AGREEMENT to provide a collaborative "College in the High School" (CHS) program, pursuant to RCW 28A.600.290 that offers qualified high school students the opportunity to concurrently earn college and high school credit for qualified advanced high school course(s) deemed equivalent to Edmonds CC college course(s). The Statement of Work outlines the Edmonds CC and District responsibilities, pursuant to WAC 392-725 "College in the High School Rules." Responsibilities are also outlined in the CHS Handbook for 2018-2019 (Addendum A).

The program's success requires ongoing collaboration and communication between Edmonds CC and the District's high school faculty (who have been appointed as Edmonds CC Associate Faculty in the Edmonds CC CHS program).

THEREFORE, IT IS MUTUALLY AGREED THAT:

STATEMENT OF WORK

A. The conditions of this Agreement are:

1. In order for high school students to be eligible and enrolled in the CHS program, they must subscribe to and be accountable for all regular Edmonds CC policies and regulations regarding student performance, course prerequisites and placement by high school transcript evaluation, Smarter Balanced Assessment (SBA) or Accuplacer test scores pursuant to WAC 392-725-130. Students are subject to the CHS program refund, withdrawal and course add/drop policies.
 - a. Eligible student means the student meets the definition of an enrolled student pursuant to WAC 392-121-106 and has been deemed to be a tenth, eleventh or twelfth grade student.
2. The District and Edmonds CC shall independently have and exercise exclusive jurisdiction over academic and discipline matters involving a student's enrollment and participation in a CHS course and the receipt of services and benefits from the District or Edmonds CC.
 - a. Violations of student code of conduct will be reported to Edmonds CC and adjudicated through the District's high school policy and process.
3. All CHS courses taken by high school students must be college level, included in Edmonds CC's catalog and taught as part of the college curriculum. Courses may be either academic or career

and technical (vocational) education. Courses cannot be approved/articulated for both CHS credit and Career and Technical Education (CTE) credit. The CHS course(s) must use the same grading and transcription policies that apply to courses in the regular curriculum.

4. High school students wishing to enroll in CHS will complete the one-time Edmonds CC Application form (no fee) and \$215 for each five-credit CHS course. There will be no charge to students for their initial Accuplacer placement test (consisting of reading, writing and mathematics) in order to meet course prerequisite; \$25 will be charged should a student need to re-test. Course fee is paid directly by the student to Edmonds CC through the mail-in registration system monitored through the CHS Office in coordination with Edmonds CC Cashiers and Enrollment Services Departments. No additional instructional materials (textbook, lab fees) will be paid by students enrolled in CHS courses.
5. Edmonds CC will not consider enrollments in the CHS program eligible for state-support funding and will therefore not count them as FTEs. The District will consider the students as regular state-supported high school FTEs and will provide any necessary approval for the students to enroll concurrently in Edmonds CC CHS courses.
6. Edmonds CC is a member of the National Alliance of Concurrent Enrollment Partnerships (NACEP). The Edmonds CC CHS program meets or exceeds all requirements of WAC 392-725. These requirements mirror many of the NACEP standards including in the areas of student eligibility, curriculum, assessment/grading, faculty approval and evaluation.

B. Edmonds CC will have the responsibility to:

1. Designate the Director of College in the High School to be the CHS administrator (Pam LeMay) who reports to the Vice President of Instruction (Charlie Crawford).
2. Ensure student standards are met pursuant to WAC 392-725-130 including prerequisites, registration, transcribing and Student Rights and Responsibilities notification.
3. Ensure faculty standards pursuant to WAC 392-725-150 are met. Approve the academic credentials of each new high school teacher who is appointed as CHS Associate Faculty. Each teacher must meet the minimum qualifications established for Edmonds CC Associate Faculty. Minimum qualifications vary among academic subject areas.
4. Consult with the District regarding any teacher non-compliance issues of the CHS program, pursuant to WAC 392-725-150.
5. Coordinate with designated District/high school registrars so that student grades for CHS courses can be appropriately entered onto the student's high school transcript as a CHS course including appropriate high school credits.
6. Ensure curriculum and assessment standards pursuant to WAC 392-725-140 are met. Assign Edmonds CC instructors (Faculty Curriculum/Liaisons) to work specifically with high school teachers. The purpose is to articulate and ensure instructional integrity comparable to the course as offered through the respective academic department. This will include but is not limited to:
 - outline, learning objectives and syllabus
 - textbook and other teaching materials
 - assessment of required learning outcomes (papers, portfolios, quizzes, exams, labs, etc.)
 - academic rigor and content at the college level throughout the course

- courses reflect the pedagogical, theoretical and philosophical orientation of Edmonds CC academic department
 - grading criteria and standards
 - teaching observation and review of classroom visitation
 - appropriate subject-matter professional development
7. Ensure Edmonds CC policies on academic freedom will apply to the teaching and learning processes.
 8. Conduct an annual meeting and new teacher orientation prior to the beginning of instruction for the 2018-19 school year to review program policies and procedures with high school teachers and Edmonds CC liaisons.
 9. Require high school teachers to complete discipline-specific professional development activity annually. Discipline-specific professional development is available to all teachers through the academic department, liaisons and college. Attending an outside professional development activity must be pre-approved by the Edmonds CC department chair/CHS Office. Liaisons will review and summarize professional development activities completed by each teacher and submit documentation to the CHS Office no later than May 15, 2019.
 10. Make available to students, parents, counselors, and teachers written guidelines of the CHS program including deadlines, processes, Edmonds CC policies/procedures, frequently asked questions and Student Rights and Responsibilities (available at www.edcc.edu/collegeinthehighschool).
 11. Award college credit to high school students who enroll and successfully complete the CHS course(s), pursuant to WAC 392-725-200. The credit in the approved course(s) may be applied to a degree or certificate if the student attends Edmonds CC after graduation from high school. If the course is academic and listed on the Associates in Arts and Sciences – Direct Transfer Agreement or any of the College's other transfer degree programs the credits/course will transfer to any of the public four-year colleges and universities in Washington State as either direct transfer or elective.

Technical education courses may not meet general education and/or degree requirements. Edmonds CC cannot guarantee that private or out-of-state colleges and universities will accept college credits earned in the CHS program; students are advised to communicate with a transfer institution(s) prior to enrolling in CHS.
 12. Provide high school teachers with program information and registration processes including written instructions/deadlines for all processes.
 13. Provide mail-in and in-person registration for high school students to register and pay. High school teachers or other high school staff and administrators are not allowed to accept CHS registrations or payments.
 14. Ensure evaluation standards pursuant to WAC 392-725-160 are met.
 - a) Conduct a student evaluation of the high school teacher at the end of each course. The results and feedback will be shared with the high school teacher after grades have been submitted.
 - b) Conduct surveys of participating high school instructors, principals, and counselors at least once every three years.

15. Offer high school students and teachers participating in CHS use of the Edmonds CC library, writing center and tutoring services.
16. Provide high school teachers ongoing collegial interaction to address course content, course delivery, assessment, evaluation and professional development relevant to the academic field.
17. Maintain student records and transcripts according to Edmonds CC Policies and Procedures as well as all state regulations and requirements.
18. By November 1, 2018, provide the District a high school list of approved courses that will be taught during Winter Quarter 2019 and Spring Quarter 2019. As of this date, the following courses have been approved by Edmonds CC academic departments to be offered through CHS:
 - ACCT& 201 -- Principles of Accounting I
 - BUS 130 -- Business Math
 - DIVST 125 -- Race and Ethnic Relations
 - ENGL& 111 -- Introduction to Literature
 - ENGR& 114 -- Engineering Graphics
 - FRCH& 121, 122, 123 -- French I, II, III
 - HIST& 117, 118 -- Western Civilization II, III
 - HIST& 147, 148 -- US History II, III
 - MATH& 141, 142 -- Pre-calculus I, II
 - MATH& 146 -- Introduction to Statistics
 - MATH& 151, 152, 153 -- Calculus I, II, III
 - POLS& 203 -- International Relations
 - SPAN& 121, 122, 123 -- Spanish I, II, III
19. Compensate each participating high school teacher \$100 for attendance at the CHS Associate Faculty Orientation/Department Meeting and \$35 per registered student for work performed beyond their contract with the District. High school teachers will be paid through the Edmonds CC payroll system. Compensation represents the following duties:
 - a) complete employment paperwork (W-4, I-9, etc.);
 - b) attend the mandatory CHS Associate Faculty Orientation/Department Meeting;
 - c) sign the CHS Associate Faculty Assignment Agreement form which verifies understanding of the roles, responsibilities and expectations of this appointment;
 - d) attend and participate in the discipline-specific professional development meeting or activities;
 - e) distribute CHS marketing material to students (poster, flyer, registration option/deadlines on class website);
 - f) explain the benefits of the program to students and parents or refer them to CHS Office;
 - g) communicate prerequisite and placement testing score requirements to students;
 - h) clarify credit/course information for students and parents (for example, to meet UW's MATH 120 Pre-calculus requirement, students must successfully complete both MATH& 141 and 142);
 - i) remind students to complete CHS Application to receive their SID (Student Identification) number and to register by designated deadlines;
 - j) assist students with registration if necessary or refer them to the CHS Office;
 - k) verify class roster and notify CHS Office of any discrepancies;
 - l) respond to email or voice messages from CHS staff/administrator;
 - m) notify CHS Office of any changes including address/phone, retirement, teaching assignment, extended absence;
 - n) post or provide grades by the designated grading deadline;

- o) provide Edmonds CC CHS Office with a specific CHS course syllabus (as specifically outlined in the CHS Handbook and approved by the Edmonds CC academic department) including:
 - i. course outline and learning objectives
 - ii. textbook and other teaching materials
 - iii. sample assessment criteria and grading criteria and standards that reflect the course as it would have been offered on the main campus
 - iv. evidence that courses reflect the pedagogical, theoretical and philosophical orientation of Edmonds CC academic department
 - v. teacher expectations and important dates
 - vi. "boilerplate" syllabus text regarding the college's policies regarding academic integrity, FERPA and Student Rights and Responsibilities;
- p) schedule teaching observation/class visit including follow-up interview with designated Edmonds CC Faculty Curriculum Coordinator/Liaison (at least once for continuing teachers and twice during the first year of teaching for new instructors);
- q) assign either a student or staff to administer the required end-of-course survey according to the College's policies and procedures for student evaluations; and
- r) participate in program review or accreditation committees upon request

20. Edmonds CC assures the District that its agency complies with all state and federal guidelines and/or regulations and does not discriminate on the basis of race, creed, color, national origin, sex, sexual orientation, marital status, age, veteran status, or disability. This is in accordance with Title VI of the 1964 Civil Rights Act; Section 504 of the Rehabilitation Act, 1973, as amended; Americans with Disabilities Act, July 26, 1990, P.L. 101-336; and Title IX of the Education Amendments of 1972, as amended.

C. The District will have the responsibility to:

1. Identify interested and qualified high school teachers and refer them to the Edmonds CC CHS Director (Pam LeMay).
2. Permit Edmonds CC faculty mentor access to high school teachers and to conduct a teaching observation/classroom visit (at least once a year for continuing CHS teachers and twice a year for new CHS teachers).
3. Require approved CHS high school teachers to meet with the designated Edmonds CC mentors and provide evidence of the following including but not limited to, as part of the approval process and ongoing course evaluation:
 - outline, learning objectives and syllabus
 - textbook and other teaching materials
 - assessment sample, criteria and tools (e.g. papers, portfolios, quizzes, exams, labs, etc.)
 - proof of academic rigor and content is at college level throughout the course
 - courses reflect the pedagogical, theoretical and philosophical orientation of Edmonds CC academic department
 - grading criteria and standards
 - teaching observation and/or interview
 - expectations of the teacher
4. Notify Edmonds CC should an approved teacher resign, retire, or otherwise vacate the CHS course instructor position; any new high school teacher is then subject to the same approval process. Note: Student teachers are not approved to teach in a College in the High School

approved course. If a student teacher is assigned to teach the approved course, the course will not be made available to students to earn Edmonds CC credit.

5. Notify Edmonds CC if a CHS teacher will have an absence lasting more than 10 days.
6. Notify Edmonds CC if there be a change in the curriculum; changes to approved curriculum would be subject to the same approval process.
7. Provide the rooms, labs, instructional equipment, supplies and textbooks for each of the approved CHS courses.
8. Require the high school teachers to communicate the program information/registration process and deadlines to the students and parents.
9. Require the high school teachers to attend the CHS Associate Faculty Orientation/Department Meeting at Edmonds CC as well as participate in discipline-specific professional development activities and/or events.
10. Require the high school teacher(s) follow established procedures and meet deadlines set by Edmonds CC for the CHS program.
11. Require the high school teachers to submit grades for registered students in accordance with Edmonds CC grading policy and grade posting deadlines.
12. Award high school credits pursuant to WAC 392-725-200.
13. Ensure OSPI Co-Delivering Dual Credit Course Guidelines are followed Note: revision of directions for academic year 2018-19.
14. Assure compliance with federal and state laws concerning reasonable accommodations for disabled students, the development of the individualized educational program and student safety.
15. Serve as primary employer of the high school teacher with all associated benefits of a full-time employee of the District.
16. Comply with Dual-credit Reporting Requirements as outlined RCW28A.600.280.
17. Comply with program rules as outlined in RCW28A.600.290.

This Agreement solely sets forth the contractual rights of the parties and does not create any other rights of action as a result of this Agreement. Additionally, each party agrees that it shall be responsible for the negligence of its own officers, employees and agents, and that neither party shall be considered the other's agent. This Agreement is subject to cancellation or revision upon written notification by either Edmonds CC or the District.

PERIOD OF PERFORMANCE

Subject to its other provisions, the period of performance of this Agreement shall commence on **October 1, 2018**, or date of execution, whichever comes later, and be completed on **June 30, 2019** unless terminated sooner as provided herein.

RECORDS MAINTENANCE

The parties to this Agreement shall each maintain books, records, documents and other evidence that sufficiently and properly reflect all direct and indirect costs expended by either party in the performance of the

service(s) described herein. These records shall be subject to inspection, review or audit by personnel of both parties, other personnel duly authorized by either party, the Office of the State Auditor, and federal officials so authorized by law. All books, records, documents, and other material relevant to this Agreement will be retained for six years after expiration and the Office of the State Auditor, federal auditors, and any persons duly authorized by the parties shall have full access and the right to examine any of these materials during this period.

Records and other documents, in any medium, furnished by one party to this Agreement to the other party, will remain the property of the furnishing party, unless otherwise agreed. The receiving party will not disclose or make available this material to any third parties without first giving notice to the furnishing party and giving it a reasonable opportunity to respond. Each party will utilize reasonable security procedures and protections to assure that records and documents provided by the other party are not erroneously disclosed to third parties.

RIGHTS IN DATA

Unless otherwise provided, data which originates as a result of this Agreement shall be owned by the party producing the data. Data shall include, but not be limited to, reports, documents, pamphlets, advertisements, books magazines, surveys, studies, computer programs, films, tapes, and/or sound reproductions. Ownership includes the right to copyright, patent, register, and the ability to transfer these rights.

AGREEMENT ALTERATIONS AND AMENDMENTS

This Agreement may be amended by mutual agreement of the parties. Such amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties.

TERMINATION

Either party may terminate this Agreement upon 30 days' prior written notification to the other party. If this Agreement is so terminated, the parties shall be liable only for performance rendered or costs incurred in accordance with the terms of this Agreement prior to the effective date of termination. Should either party request termination of this Agreement during the school year, all CHS classes with active student enrollment in the CHS program must be completed before the termination may become effective.

DISPUTES

In the event that a dispute arises under this Agreement, it shall be determined by a Dispute Board in the following manner: Each party to this Agreement shall appoint one member to the Dispute Board. The members so appointed shall jointly appoint an additional member to the Dispute Board. The Dispute Board shall review the facts, agreement terms and applicable statutes and rules and make a determination of the dispute. The determination of the Dispute Board shall be final and binding on the parties hereto. As an alternative to this process, either of the parties may request intervention by the Governor, as provided by RCW 43.17.330, in which event the Governor's process will control.

GOVERNANCE

This Agreement is entered into pursuant to and under the authority granted by the laws of the state of Washington and any applicable federal laws. The provisions of this Agreement shall be construed to conform to those laws.

In the event of an inconsistency in the terms of this Agreement, or between its terms and any applicable statute or rule, the inconsistency shall be resolved by giving precedence in the following order:

- a. Applicable state and federal statutes and rules;
- b. Statement of work; and
- c. Any other provisions of the agreement, including materials incorporated by reference.

ASSIGNMENT

The work to be provided under this Agreement, and any claim arising there under, is not assignable or delegable by either party in whole or in part, without the express prior written consent of the other party, which consent shall not be unreasonably withheld.

WAIVER

A failure by either party to exercise its rights under this Agreement shall not preclude that party from subsequent exercise of such rights and shall not constitute a waiver of any other rights under this Agreement unless stated to be such in a writing signed by an authorized representative of the party and attached to the original Agreement.

SEVERABILITY

If any provision of this Agreement or any provision of any document incorporated by reference shall be held invalid, such invalidity shall not affect the other provisions of this Agreement which can be given effect without the invalid provision, if such remainder conforms to the requirements of applicable law and the fundamental purpose of this agreement, and to this end the provisions of this Agreement are declared to be severable.

ALL WRITINGS CONTAINED HEREIN

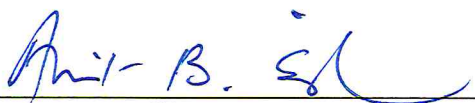
This Agreement contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind any of the parties hereto.

CONTRACT MANAGEMENT

The program manager for each of the parties shall be responsible for and shall be the contact person for all communications and billings regarding the performance of this Agreement.

Contract Manager for the District is:		Contract Manager for Edmonds CC is:
Dr. Kristine McDuffy 20420 68 th Ave West Lynnwood, WA 98036 425-731-7003 mcduffyk278@edmonds.wednet.edu	Mark Madison 425-731-7124 madisonm@edmonds.wednet.edu	Pam LeMay 20000 68 th Ave West Lynnwood, WA 98036 425-640-1371 plemay@email.edcc.edu

IN WITNESS WHEREOF, the parties have executed this Agreement.

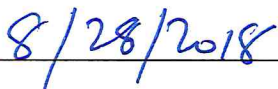


Signature

Dr. Amit Singh

President

Edmonds Community College



Date

Signature

Dr. Kristine McDuffy

Superintendent

Edmonds School District

Date



ADDENDUM A
EDMONDS COMMUNITY COLLEGE
COLLEGE IN THE
HIGH SCHOOL

COLLEGE IN THE HIGH SCHOOL HANDBOOK 2018-2019

(Revised August 20, 2018)

The College in the High School (CHS) Program is designed to award Edmonds Community College (Edmonds CC) credit to high school students who can perform at college level in designated college-approved courses that are taught at area high schools. A collaboration between Edmonds CC academic departments and high schools, CHS is a self-support program of the Instruction Division and is administered by the Edmonds CC Director of Special Academic Programs. The CHS Program operates in accordance with both the WAC 392-725 "College in the High School Rules" and the National Alliance of Concurrent Enrollment Partnerships (NACEP) standards.

I. CHS ASSOCIATE FACULTY APPLICATION PROCESS

Either the high school principal or high school teacher(s) may make the initial request to participate in the program. Successful applicants for becoming CHS Associate Faculty must meet the same credentials as any other part-time college instructor as defined by the academic department.

Contact Pam LeMay, Director of Special Academic Programs/CHS, at 425-640-1371 (office), 206-276-4343 (cell), or email to plemay@edcc.edu to begin the process. The appropriate Edmonds CC academic Dean/Department Head will be alerted to the interest inquiry.

The high school teacher will submit a CHS Associate Faculty Application Packet to the CHS Director who will clarify the application process and collect the application material. The application packet must include:

- ✓ evidence of the applicant's superior knowledge of the subject and outstanding teaching skills;
- ✓ evidence of at least two times teaching the designated CHS class with written endorsement by the high school principal/department head;
- ✓ expressed interest and a willingness to modify the curriculum, assignments, assessment, and grading criteria as needed to ensure that it is equivalent to the course offered on the Edmonds CC campus;
- ✓ letter of recommendation from applicant's administrative supervisor;
- ✓ a resume and college transcript(s) to confirm degree earned and number of courses taken; and
- ✓ high school course syllabi including name of textbook(s) as well as typical assignments with a sample assessment.

The Dean and Department Head, in consultation as needed with the high school principal, will review all applications, may interview qualified applicants, and will make the CHS Associate Faculty selection. The CHS Director will notify the high school principal and then applicants who will be provided with an Assignment Agreement and appointment as CHS Associate Faculty. The CHS Director will provide contact information to all involved in the CHS program.

II. INSTRUCTIONAL IMPLEMENTATION

The Edmonds CC Faculty Coordinator/Liaison will meet with each CHS Associate Faculty to provide an Associate Faculty orientation including assisting with designing the curriculum, creating a syllabus, writing student learning objectives, developing assignments and assessments, departmental grading and other course-related topics. Additionally, a sample departmental course syllabus for the specific CHS course will be provided (and updated whenever the academic department makes changes).

The CHS course must include content that is consistent with on-campus sections and reflects the pedagogical, theoretical and philosophical orientation of Edmonds CC. Course assignments and

requirements must meet college expectations with students assessed using the same methods as their on campus counterparts. Final grades are based on sound evaluation of course objectives. Prior to the beginning of instruction, the CHS Associate Faculty will provide the Edmonds CC Faculty Coordinator/Liaison an electronic CHS course syllabus which will be reviewed/approved and then sent to the CHS Director. The CHS course syllabus will include the following elements:

- identification as a "College in the High School" course with a course title and number that matches the college course;
- name of the high school and CHS Associate Faculty;
- a course description that exactly matches that of the college course;
- course expectations and learning objectives that match those at the college;
- evidence that CHS students are assessed in the same way as their college counterparts. For example, if students at the college are assessed primarily using exams, the CHS syllabus should show that exams count for the majority of their decimal grade;
- a decimal grading scale and expectations that are the same as the appropriate academic department for that college course;
- a statement notifying the CHS students that the final decimal grade for the course will be recorded on their Edmonds CC permanent college transcript;
(Note: high school registrars have specific coding instructions for dual credit courses and how to enter onto the high school transcript.)
- a statement about academic integrity, student rights and responsibilities, FERPA and important CHS dates; and
- any other information regarding assignments and curriculum that is pertinent to the course.

CHS Associate Faculty are appointed as Edmonds CC part-time faculty and will be paid a stipend by the college for the administrative time spent on the program. Additional paperwork will be required by the college to initially enter the CHS Associate Faculty into the college system for payment. The CHS Director will provide all necessary documents to the CHS Associate Faculty and complete the process with the Edmonds CC's Human Resources (HR), Payroll and Information Technology departments.

Edmonds CC Faculty Coordinators/Liaisons will be paid a stipend to complete a classroom observation of each CHS course as well as attend the CHS Faculty Orientation prior to the start of teaching the CHS course. Additionally, the Edmonds CC Faculty Coordinators/Liaisons will be responsible for providing ongoing Professional Development to the CHS Associate Faculty. New CHS Associate Faculty will be visited during the first and last semesters of instruction during his/her initial year of appointment. Thereafter, there will be an annual classroom visit. Edmonds CC Faculty Coordinators/Liaisons will complete the Classroom Observation Form and submit to the CHS Director prior to stipend payment.

III. ADMINISTRATIVE IMPLEMENTATION

CHS Director will meet with the Edmonds CC Faculty Coordinators/Liaisons and CHS Associate Faculty to ensure they are clear about their responsibilities and to receive their signed Assignment Agreements (see addendums). CHS Associate Faculty, high school counselors and registrars will be provided registration information as well as placement procedures. Additionally, the CHS website www.edcc.edu/collegeinhighschool includes information for parents, students, teachers, counselors/registrar and CHS Associate Faculty describing CHS and its processes/procedures/deadlines as well as Frequently Asked Questions.

The CHS Director, Edmonds CC academic advisers, and/or high school counselors will be available to provide students and parents information regarding whether or not the CHS program will help individual students meet their educational goals. Written and electronic communication will also be provided as well as in-person class visitations and attendance at Open House and Parent Nights as possible.

The college registration process begins with first-time Edmonds CC students completing the online Edmonds CC Application Form, there is no application fee. Students are permitted to register for a CHS class if they have earned the appropriate placement score on the college's placement exam (currently Accuplacer) or through the evaluation of their high school transcript using the Edmonds CC English or Math Alternate Placement Rubric. The placement exam will be coordinated with the Edmonds CC Testing Center and administered by an approved proctor at each high school. Any alternative placement will follow the college's tracking and documentation procedures.

If an interested student falls "in the grey area," his/her score and classroom work including grades on previous classes will be reviewed by the CHS Associate Faculty and Edmonds CC Faculty Coordinator/Liaison. In these cases, the college Department Head must grant approval prior to student registering for a CHS class. Students who enroll in successive college courses must meet all prerequisite requirements.

Eligible students will complete the class registration form; payment slip with the \$215 CHS reduced tuition for a 5 credit class. All will be mailed (using the provided prepaid postage and addressed envelope) to the Edmonds Community College CHS Office. Registration/payment deadlines will be coordinated with staff of Enrollment Services and Cashiers Departments and, as possible, with the school district registrars. The CHS Office will log all registrations and tuition payments prior to forwarding registrations to Enrollment Services and payments to the Cashiers Department.

When all students have been registered into the college system and payment received, CHS Director will provide each CHS Associate Faculty with a class roster which will include the students' Student Identification (SID) numbers. SIDs are necessary for future registrations and to obtain an Edmonds CC transcript. This initial roster will be reviewed by CHS Associate Faculty for accuracy. The CHS Office will communicate with Enrollment Services regarding any necessary changes.

The CHS Director will send each registered student a welcome letter which will include the student's SID, how to order a college transcript, FERPA, and Edmonds CC Student Rights, Freedoms and Responsibilities website links as well as information about all college programs and resources. Registered students will also receive a CHS course syllabus.

The Edmonds CC Faculty Coordinator/Liaison will work with each CHS Associate Faculty to ensure that course is taught and assessed as if it were being taught on the main campus. All grading issues will be handled by the Edmonds CC Faculty Coordinator/Liaison who will also provide assistance if there is online grading.

Students who enroll in the program and receive a passing grade will earn dual/concurrent high school and college credit. The CHS Associate Faculty will assign a grade following the college's grading policy. The class and grade will be entered onto an Edmonds CC student transcript. The CHS Associate Faculty will clearly communicate to students if different grading criteria will be used for CHS and high school courses. This will also be reflected in the CHS course syllabus.

As requested, the CHS Director will provide high school counselors and registrars a copy of final grade sheets per FERPA.

District funding may be provided for students approved/eligible for free/reduced lunch. Coordination will be with the high school counselor(s) and the CHS Director. A tuition scholarship recipient must earn a 3.0 in the first course to be eligible for a second partial tuition scholarship.

CHS Director will work with any funding agency providing partial tuition payments through scholarships and coordinate with high school counselor lead contacts to ensure that designated eligibility

requirements are met. Students who are approved for a scholarship will be notified by the CHS Director prior to registration and payment deadlines.

CHS is a self-support program with all expenses covered in the CHS budget derived from the revenue based upon the number of students enrolled. In addition to Associate Faculty and Faculty Coordinator/Liaison stipends, Edmonds CC academic departments will be provided with Professional Development funds from the CHS budget as agreed upon prior to the start of the school year and based upon the minimum number (generally 10) of students enrolled for the approved course(s). Enrollment Services will receive \$10/registration for entering all information into the college's registration system. Cost transfers will be done through the Business Office. Stipends will be paid through Human Resources/Payroll Departments.

IV. DIVISION OF RESPONSIBILITIES

A. Edmonds CC Academic Dean

- ✓ Reviews the high school teacher's application packet ensuring all qualifications have been met.
- ✓ As needed, consults with the high school principal and interviews qualified applicants.
- ✓ Notifies CHS Director of selection or non-selection.
- ✓ Determines Edmonds CC Faculty Coordinator/Liaison and provides contact information to CHS Director.
- ✓ If possible, participates in the annual CHS Orientation Meeting which includes Faculty Coordinator/Liaisons, approved CHS Associate Faculty and interested principals/teachers.
- ✓ As requested, reviews the Faculty Coordinator/Liaison's Classroom Observation Form provided by the CHS Director.
- ✓ Receives a copy of the processed summary for each CHS Associate Faculty End-of-course Questionnaire (completed by enrolled CHS students for each course offered).
- ✓ Participates in the resolution of any concerns over the quality of instruction provided by CHS Associate Faculty as outlined in the CHS Handbook (#8, page 18 of this Interlocal Agreement).
- ✓ Responsibilities may be reassigned to the Edmonds CC Department Head as needed.

B. CHS Director/CHS Staff

- ✓ Ensures that the Edmonds CC CHS program meets/exceeds the standards as identified in Chapter 392-725 WAC "College in the High School Rules" and those of NACEP.
- ✓ Reflects the above in the Edmonds CC CHS Handbook.
- ✓ Contacting each principal to be sure s/he has the current list of CHS classes offered at the high school and who is teaching as well as information about class visits and professional development.
- ✓ In consultation with Enrollment Services staff and district registrars, determine an annual calendar of deadlines for all CHS processes.
- ✓ Receives initial inquiries from parents, high schools or teachers.
- ✓ Explains the CHS Faculty Selection Process.
- ✓ Receives the teacher application packet and forwards to appropriate Dean.
- ✓ Notifies principal and applicant of selection or non-selection as Associate Faculty for the CHS program.
- ✓ Prepares and secures signed Interlocal Agreement(s) with each school district prior to the start of each academic year as well as any other required reports.
- ✓ Maintains and updates the CHS website www.edcc.edu/collegeinthehighschool.
- ✓ Meets with Edmonds CC Faculty Coordinators/Liaisons and CHS Associate Faculty to ensure they are clear about their responsibilities; distributes the CHS Handbook and prepares/documents receipt of signed Assignment Agreements.
- ✓ Organizes an annual CHS Orientation Meeting for Deans, Faculty Coordinator/Liaisons, approved CHS Associate Faculty and interested principals/teachers.
- ✓ Confirms receipt of CHS class syllabus from each CHS Associate Faculty after review by the Edmonds CC Faculty Coordinator/Liaison.
- ✓ Completes Class Add Forms to get CHS courses into the Edmonds CC registration system.
- ✓ Meets with CHS Associate Faculty to deliver registration packets which will include a student letter describing CHS, its processes/deadlines, contact information for clarifications, the Edmonds CC CHS Application and Registration/Payment Forms, and a postage paid addressed envelope.
- ✓ Provides placement test and registration, scholarship and payment deadlines to high school counselor lead contacts.
- ✓ Answers student/parent inquiries within FERPA guidelines; problem-solves with district staff.
- ✓ Submits required HR paperwork and stipend payment paperwork for Edmonds CC Faculty Coordinator/Liaison and CHS Associate Faculty as necessary.
- ✓ Alerts Testing Center regarding offsite placement exam date and coordinates with the approved proctor.

- ✓ Ensures that interested students who must take placement exam have turned in the CHS Student Application Forms by the established due and prior to approved proctor being given placement exam password by the Testing Center.
- ✓ Coordinates with Testing Center and approved proctor/administrator including problem-solving.
- ✓ Ensures that each student has met the designated minimum placement score prior to registering for the CHS course(s).
- ✓ Coordinates scholarship applications and approvals with appropriate school district personnel.
- ✓ Notifies students receiving scholarships of expectations regarding registration/payment and progress in course.
- ✓ Directs the receipt of CHS admission and registration forms and payments to the appropriate Edmonds CC department for processing.
- ✓ Coordinates with Enrollment Services regarding class registration forms including problem-solving.
- ✓ Coordinates with Cashiers Office regarding student payments and scholarships including problem-solving.
- ✓ During enrollment period, provides CHS Associate Faculty a weekly list of registered students and suggestions for electronic reminder communications with parents/students.
- ✓ Provides CHS Associate Faculty and high school counselor lead contacts/registrar with class rosters including problem-solving.
- ✓ Notifies CHS Associate Faculty and high school registrar of any student who has requested withdrawal from a CHS class.
- ✓ Provides scholarship billing to the appropriate school district staff including problem-solving.
- ✓ As needed, communicates with other departments (i.e., Running Start and Career and Technical Education programs) working with high school students.
- ✓ Provides each student with a welcome letter that includes SID, instructions to order transcripts, FERPA, Students Rights and Responsibilities and other college program/services information.
- ✓ Coordinates with CHS Associate Faculty and Enrollment Services regarding online or manual grading, establishing deadlines for each according to high school and college schedules.
- ✓ In compliance with FERPA and, as requested, provides final grades to high school counselor lead contacts/registrars.
- ✓ Writes letters to colleges who inquire about credits earned through the Edmonds CC CHS program.
- ✓ Tracks receipt of CHS syllabi, grades and CHS Associate Faculty's classroom observation by the Edmonds CC Faculty Coordinator/Liaison.
- ✓ Monitors the Faculty Coordinator/Liaisons to ensure that responsibilities are being met including meetings/classroom visits and professional development for CHS Associate Faculty.
- ✓ As requested, forwards the Faculty Coordinator/Liaison's Classroom Observation form to the appropriate Dean for retention/review.
- ✓ Processes agreed upon cost transfer to academic departments and Enrollment Services.
- ✓ Provides CHS reports as needed including the Edmonds Community College/Edmonds School District Articulation Council.
- ✓ Oversees the required/recommended End-of-course Questionnaires as described in Chapter 392-725 WAC and NACEP standards.
- ✓ Provides distribution of End-of-course Summary Reports to Human Resources, Deans and CHS Associate Faculty as outlined in the CHS Handbook.
- ✓ Coordinates with Dean, high school principal and others, as appropriate, if any instructional concerns arise during the classroom observations or from responses to the End-of-course Questionnaires.
- ✓ Providing follow-up information to CHS students about transferring course credits.

C. Edmonds CC Faculty Coordinator/Liaison

The primary responsibility of a Faculty Coordinator/Liaison is to ensure that the quality of each CHS course is equivalent to the on-campus course in curriculum, delivery, rigor, assessment and classroom

management. Without this important position in the CHS program, it would be impossible to ensure the quality of the college coursework being delivered in the high schools. The Faculty Coordinator/Liaison advocates for both the CHS Associate Faculty and the sponsoring Edmonds CC academic department by providing new faculty a department orientation and information about college processes. Additionally, offering the required discipline-specific professional development assists CHS Associate Faculty to stay current with the latest curriculum information and trends. This position includes mentoring and completing the requisite number of classroom observations with documentation of the visit, review of observations and discussion with the CHS Associate Faculty.

Faculty Coordinator/Liaison will sign both a verification form that CHS courses are the same as courses offered on the main campus and an Assignment Agreement regarding the tasks of the position. This is in accordance with Chapter 392-725 WAC "College in the High School Rules," NACEP standards, and as outlined in the Edmonds CC CHS Handbook.

- ✓ Possible participation in the high school teacher's selection process.
- ✓ Attendance at the annual September CHS Orientation Meeting and meetings that are hosted by the CHS program specifically for CHS Associate Faculty, Edmonds CC Faculty Coordinator/Liaisons, and interested principals/teachers.
- ✓ Personally meeting with the CHS Associate Faculty to provide discipline-specific training regarding, but not limited to, course curriculum, assessment criteria, pedagogy, and departmental philosophy regarding learning outcomes, assessment, grading, and delivery of course content.
- ✓ Providing the CHS Associate Faculty with a sample course syllabus with its required components: learning objectives, assignments, grading criteria (especially if different from the traditional high school course), information regarding academic integrity, course expectations and appropriate college policies/procedures, important dates and other specified departmental insertions.
- ✓ Prior to the start of instruction, obtaining and approving an electronic syllabus for the CHS class to ensure that the curriculum offered and assessed at the high school site is comparable to the curriculum offered on-campus and forwarding electronic syllabus to the CHS Director and academic department for retention.
- ✓ Guiding CHS Associate Faculty regarding any alternate placement options and required documentation.
- ✓ Assisting CHS Associate Faculty with interpretation of students' placement scores.
- ✓ Communicating (in person, by phone, or electronically) with the CHS Associate Faculty prior to the start of the first semester and ongoing collegial interaction to address course content, course delivery, assessment, evaluation and/or research and development in the field.
- ✓ Identifying potential observation dates/times in coordination with CHS Associate Faculty, principal(s) and CHS Director.
- ✓ Making a classroom visit during the first and last semesters of the first year of instruction (after the first year, observing the class once per year) to ensure academic consistency with the same courses on the main campus.
- ✓ Completing the Faculty Coordinator/Liaison Classroom Observation Form for each classroom visit (including follow-up discussion) and forwarding to the CHS Director who will also share with the Dean as requested.
- ✓ As part of the classroom visit, spending 5-10 minutes at the beginning of each class visit to talk about Edmonds CC, areas of study relevant to the course, and answering any questions students may have about Edmonds CC and CHS.
- ✓ Meeting with the Department Heads of the high school to develop further CHS partnership options.
- ✓ Assisting the CHS Associate Faculty with all grading issues including submittal online.
- ✓ Communicating all administration issues to CHS Director including concerns observed during classroom visits.
- ✓ Meeting with the Edmonds CC Dean and CHS Director to discuss program progress as well as any observed instructional concerns.

- ✓ Involving CHS Associate Faculty in ongoing professional development to promote a feeling of inclusion in the Edmonds CC academic community.
- ✓ Providing the CHS Director with a summary of the professional development engagement with CHS Associate Faculty.

Suggested Professional Development Activities:

- Invite Associate Faculty to Edmonds CC department meetings or professional development opportunities offered by the college or academic departments.
- Share information from workshops/seminars attended.
- Conduct a group Conversation Hour (i.e, discussion of the college/department's pedagogical, theoretical and philosophical orientation, new research in the field, Bloom's Taxonomy, curriculum design and applications, an article review, usefulness of pre/post quizzes for specific required topics).
- Exchange activities (labs, assignments) used in campus classrooms/labs.
- Provide invitation to attend specific labs or lectures on campus.
- Share sample exams.
- Review of paired assessment instruments and norming of student exams/assignments.
- Exchange samples of student exams, writing and assignments to calibrate grading including discussion of observations.
- Jointly address students regarding careers in the field.
- Provide new information on syllabus design, note-taking strategies, and classroom discussions.
- Provide supplemental texts and resources.
- Conduct discussion of AP/IB vs CHS (AP/IB are content/fact driven vs CHS classes are analyzing, evaluating---higher level of Bloom's Taxonomy).
- Collaborate/discuss topics that give students the most trouble including effective outcome-based methodologies.
- Ask about CHS Associate Faculty's "favorite" assignment and provide opportunity for peer group discussion why the assignment is successful and how it meets learning objectives.
- Create and regularly monitor an online discipline-specific discussion forum for CHS Associate Faculty.

Recommendations for Classroom Visit/Observation

Before the Classroom Visit, discuss the following with the CHS Associate Faculty:

What do you want the students to have learned by the end of this class?

What will happen in this class?

How does this class fit in with the overall course?

What pre-class work will the students have done for this class?

Are there specific aspects of the class on which you would like to receive feedback?

Ask the CHS Associate Faculty to be prepared to share course syllabus; teaching materials prepared for that class, such as handouts, pre-class quizzes, and homework due that day, teaching notes, slides, or an overall lesson or unit plan; and samples of assessments and graded student work.

During the Classroom Visit, focus on the following criteria:

Clarification of the class purpose

How well does the CHS Associate Faculty convey the purpose of this class?

Organization of the class structure

Are the class materials and activities well organized?

Reinforcement of major concepts

Are the major concepts being covered?

Do the activities and materials utilized in class reinforce the major concepts?

Pacing and scope

Is the material presented at a suitable rate?

Is the amount of material covered reasonable?

Classroom atmosphere/class management

Is there a safe and respectful classroom atmosphere conducive to student learning with effective classroom management?

Consideration of diversity

Does the CHS Associate Faculty acknowledge or interact with a broad range of students, being respectful of diverse opinions and perspectives; and employ a diverse set of methods to accommodate a range of student learning styles?

Balance between abstract and concrete

If applicable, is there an appropriate balance between abstract and concrete concepts?

Classroom assessment

If applicable, in what ways does the CHS Associate Faculty check for comprehension and solicit feedback?

Consistency with on-campus course

Does the course look and feel like a college course within your discipline?

Are students being held to similar standards using appropriate texts, materials, assessments, and grading strategies for the course?

After the Classroom Visit, discuss with CHS Associate Faculty:

- Perspectives on what took place during classroom session.
- Any points brought up pre-visit.
- Any comments recorded on the classroom observation form.
- Professional development with documentation on the Professional Development form.
- Areas of concern, if any, regarding alignment with college expectations.
NOTE: a development plan must be created with a clear timeline for follow-up and CHS Director should be notified.
- Submit signed Faculty Coordinator/Liaison Classroom Observation Form to CHS Director

Details for Classroom Visit

1. While CHS Associate Faculty operate under the same set of standards as college faculty, additional curriculum may be included to meet the high school core curriculum required by the high school. Faculty Coordinator/Liaisons should be willing to help CHS Associate Faculty accommodate both curriculums, while at the same time assuring that the college curriculum is being covered in full.
2. The classroom visit should be on a regular school day that has been pre-arranged with the CHS Associate Faculty and principal(s). High school schedules are very different from college schedules and vary from school to school. Classes will often be cut short for assemblies or other activities. Some schools have A days and B days, others distinguish days by period number. It is important to contact the CHS Associate Faculty beforehand to make sure it is not a "special" schedule day.
3. Most high school teachers have two or more "prep" periods per week during which they can plan lessons, grade, research or work on other projects. These prep periods are an excellent time, if visits are scheduled in advance, to meet one-on-one with CHS Associate Faculty without distraction.

4. It is important when visiting a high school to sign in at the main office. Some high schools require a visitor's pass or name tag. Parking should be in the visitor lot. If there is no room there, mention it when checking in.
5. The purpose is to observe:
 - instructional quality;
 - if the CHS Associate Faculty is on schedule with the equivalent college course as described in the CHS syllabus;
 - whether or not CHS students are learning and their behavior is appropriate for a college class;
 - if the CHS students are held to the same standards of achievement and same grading standards as expected of Edmonds CC on-campus students;
 - that the CHS students are assessed using the same methods as students in the equivalent on-campus class; and
 - CHS student work and assessments to ensure that work and grading is comparable with Edmonds CC students.
6. The classroom observation should be for the entire class period followed by review/discussion of the observation form and obtaining signatures at the conclusion of the review as required. If an immediate review or discussion is not an option, a signed copy (main office should be able to make a copy) should be left with the CHS Associate Faculty with a definite determined follow-up plan.
7. Sign the Faculty Coordinator/Liaison Classroom Observation Form and submit to the CHS Director after discussion with the CHS Associate Faculty
8. In the case of concerns over the quality of instruction, the following steps should be taken to enable the high school and school district to address the concerns of the CHS representative (Faculty Coordinator/Liaison) or student perceptions as reflected in the End-of-course Questionnaire. It is intended that the instructional issues be addressed on a case-by-case basis with the goal of assisting the CHS Associate Faculty to correct the problem(s).
 - ❖ Document the concern on the Faculty Coordinator/Liaison Classroom Observation Form during a site visit.
 - ❖ Discuss the concern with the CHS Associate Faculty and set a reasonable time for the CHS Associate Faculty to address the concern and correct the problem. The Dean and CHS Director should be informed at this point.
 - ❖ Schedule and conduct a follow-up visit/meeting.
 - ❖ Upon the CHS Director's review of the questionnaires, if concerns are reflected in student responses, an appointment will be made with the CHS Associate Faculty, Dean and CHS Director to discuss and plan remedy.
 - ❖ If the concerns are not corrected within a reasonable time (i.e., one semester), inform the CHS Director/Dean so that contact can be made with the high school administrator. A formal notification letter will be sent to the CHS Associate Faculty who is in noncompliance with CHS policy/procedures.

CHS Associate Faculty (High School Teacher)

- ✓ Signs the CHS Associate Faculty Assignment Agreement verifying the responsibilities of this position.
- ✓ Attends the annual CHS Associated Faculty Orientation/Department Meeting.
- ✓ Meets with Edmonds CC Faculty Coordinator/Liaison to ensure that the curriculum offered at the high school site is comparable to the curriculum offered on the main campus. This may include reviewing textbook, designing the curriculum, creating a syllabus, writing student learning objectives, developing assignments, assessment and grading criteria, as well as other course-related topics.
- ✓ Each year, submits an electronic CHS class syllabus to the Faculty Coordinator/Liaison with the following elements:

- Title of course which should include "College in the High School" and the course title and number that matches the college course;
 - Name of the high school and CHS Associate Faculty;
 - A course description that exactly matches that of the college course;
 - Course expectations and learning objectives that match those at the college;
 - Evidence that CHS students are assessed in the same way as their college counterparts. For example, if students at the college are assessed primarily using exams, the CHS syllabus should show that exams count for the majority of their decimal grade;
 - A decimal grading scale and expectations that are the same as the college;
 - A statement notifying the CHS students that the final decimal grade for the course will be recorded on their permanent college transcript;
 - A statement about academic integrity, student rights and responsibilities, FERPA and important CHS dates; and
 - Any other information regarding assignments and curriculum that is pertinent to the course or required by the department.
- (Note: when changes are made to the curriculum or to the syllabus by the Edmonds CC academic department, the Faculty Coordinator/Liaison will forward these changes to the CHS Associate Faculty for inclusion in an updated syllabus.)
- ✓ Distributes registration packets.
 - ✓ Meets with CHS Director to discuss necessary HR paperwork, grading deadlines, instructions for placement exam, and information regarding scholarship process.
 - ✓ Submits Edmonds CC appropriate paperwork to CHS Director so that Edmonds CC Human Resources and Payroll procedures are followed for stipend payments.
 - ✓ Includes information about CHS on the class website including deadlines and registration and payment processes.
 - ✓ Works with the Faculty Coordinator/Liaison regarding any alternate placement options and required documentation.
 - ✓ Notifies CHS Director of preferred placement exam date and information regarding the desired proctor so that approval can be given by the Edmonds CC Testing Center; assurances will be provided regarding the security of offsite testing prior to the approved proctor being given the online placement exam password.
 - ✓ Discusses placement scores with Edmonds CC Faculty Coordinator/Liaison as needed.
 - ✓ Checks class roster for accuracy and notifies CHS Director of any discrepancies.
 - ✓ Participates in provided professional development activities which will be documented in an annual CHS report.
 - ✓ Meets with Edmonds CC Faculty Coordinator/Liaison personally each semester with a classroom visit during the first and last semesters of the first instructional year; one classroom visit thereafter; includes discussion and signing the Classroom Observation form.
 - ✓ Communicates all administration issues to CHS Director and all curriculum issues to the Edmonds CC Faculty Coordinator/Liaison.
 - ✓ Communicates to students if different grading criteria will be used for CHS and high school courses.
 - ✓ Ensures that grade deadlines are met by posting grades through the college's grading system (Instructor Briefcase) or by due dates if manual entry has been requested.
 - ✓ Cooperates with the required End-of-course Questionnaires per the college's policies and procedures.

Contact Information:

Pam LeMay, M.Ed.
Director, Special Academic Programs/CHS
plemay@email.edcc.edu 206-276-4343 (cell)

Mailing Address:

Edmonds Community College
Mailstop: PLA/CHS
20000 – 68th Ave West
Lynnwood, WA 98036

Office Location:

Edmonds Community College (north of main campus, on 196th Street)
Maltby Building, Room 117
7020 – 196th Street SW
Lynnwood, WA 98036
425-640-1371 (office)

Sample Forms for CHS Handbook:

- CHS Faculty Coordinator/Liaison Verification Form
- CHS Faculty Coordinator/Liaison Assignment Agreement 2018-19 Form
- Responsibilities of CHS Faculty Coordinator/Liaison
- Classroom Observation Recommendation and Detail for Class Visit
- Faculty Coordinator/Liaison Classroom Observation Form
- Suggestions/Summary Professional Development Activities
- CHS Associate Faculty Assignment Agreement 2018-19 Form
- Responsibilities of CHS Associate Faculty
- End-of-course Questionnaire (to be completed by enrolled CHS students)



EDMONDS COMMUNITY COLLEGE
COLLEGE IN THE
HIGH SCHOOL

Faculty Coordinator/Liaison Verification Form

I, Edmonds Community College appointed College in the High School (CHS) _____ Department Faculty Coordinator/Liaison, verify that all courses offered through the CHS program reflect the pedagogical, theoretical and philosophical orientation of the _____ Department.

As the department representative, I have signed an Assignment Agreement regarding the tasks of my position as Coordinator/Liaison to ensure compliance with this standard by:

1. attendance at the annual CHS Associate Faculty Orientation/Department Meeting and meetings that are hosted by the CHS program specifically for CHS Associate Faculty, Edmonds Faculty Coordinator/Liaisons, and interested principals/teachers;
2. personally meeting with the CHS Associate Faculty to provide discipline-specific training regarding, but not limited to course, curriculum, assessment criteria, pedagogy, and our department's philosophy regarding learning outcomes ,grading, and delivery of course content;
3. providing the CHS Associate Faculty with a sample course syllabus with its required components;
4. prior to the start of instruction, obtaining and approving an electronic syllabus for the CHS class and forwarding it to the CHS Office;
5. guiding CHS Associate Faculty regarding any alternate placement options developed by the college for all student placement scores on standardized instruments used by the college;
6. communicating (in person, by phone and/or electronically) with the CHS Associate Faculty prior to the start of the first quarter and ongoing collegial interaction to address course content, delivery, assessment and evaluation;
7. making at least one class visit during the first and last terms of the first year of instruction (after the first year, observing the class once per year) to ensure consistency with on-campus courses; and
8. providing documentation of the above as well as required professional development.

Print Name

Date

Signature

Dept. Coordinator/Liaison



**College in the High School (CHS) Faculty Coordinator/Liaison
Assignment Agreement 2018-2019**

CHS Faculty Coordinator/Liaison: _____

The CHS Faculty Coordinator/Liaison provides services to CHS Associate Faculty in accordance with the provisions of Chapter 392-725 WAC "College in the High School Rules," the standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP) and the Edmonds CC CHS Handbook.

The primary responsibility of the CHS Faculty Coordinator/Liaison is to ensure that the quality of each CHS course is equivalent to the on-campus course in terms of curriculum, delivery, rigor, assessment and classroom management.

Specific tasks are attached and identified in the CHS Handbook.

In accordance I will be working with the following CHS Associate Faculty:

Name of CHS Associate Faculty	High School	Number of Visits
_____	_____	_____
_____	_____	_____
_____	_____	_____

I understand the stipend of \$500 per teacher per registration period will be based upon a minimum enrollment of 10 students and contingent on completion of the required Classroom Observation and Professional Development Summary forms as required.

I have received a copy of the Edmonds CC CHS Handbook and understand the requirements of this assignment.

Faculty Coordinator/Liaison

Date

Attachments: Faculty Coordinator/Liaison Verification Form
 Faculty Coordinator/Liaison Assignment Agreement Form
 Responsibilities of CHS Edmonds CC Faculty Coordinator/Liaison
 Recommendations/Details for Classroom Observation
 Faculty Coordinator/Liaison Classroom Observation Form
 Suggestions/Summary of Professional Development Provided to CHS Associate Faculty Form

**KEEP FOR
REFERENCE**



**EDMONDS COMMUNITY COLLEGE
COLLEGE IN THE
HIGH SCHOOL**

**College in the High School (CHS) Faculty Coordinator/Liaison
Assignment Agreement 2018-2019**

CHS Faculty Coordinator/Liaison: _____

The CHS Faculty Coordinator/Liaison provides services to CHS Associate Faculty in accordance with the provisions of Chapter 392-725 WAC "College in the High School Rules" and the standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP) as outlined in the Edmonds CC CHS Handbook.

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I have received a copy of the Edmonds CC CHS Handbook and understand the requirements of this assignment.

Faculty Coordinator/Liaison

Date

Attachments: Faculty Coordinator/Liaison Verification Form
Faculty Coordinator/Liaison Assignment Agreement Form
Responsibilities of CHS Edmonds CC Faculty Coordinator/Liaison
Recommendations/Details for Classroom Observation
Faculty Coordinator/Liaison Classroom Observation Form
Suggestions/Summary of Professional Development Provided to CHS Associate Faculty Form

Responsibilities of CHS Edmonds CC Faculty Coordinator/Liaison

- ✓ Possible participation in the high school teacher's selection process.
- ✓ Attendance at the annual September CHS Orientation Meeting and meetings that are hosted by the CHS program specifically for CHS Associate Faculty, Edmonds CC Faculty Coordinator/Liaisons, and interested principals/teachers.
- ✓ Personally meeting with the CHS Associate Faculty to provide discipline-specific training regarding, but not limited to, course curriculum, assessment criteria, pedagogy, and departmental philosophy regarding learning outcomes, assessment, grading, and delivery of course content.
- ✓ Providing the CHS Associate Faculty with a sample course syllabus with its required components: learning objectives, assignments, grading criteria (especially if different from the traditional high school course), information regarding academic integrity, course expectations and appropriate college policies/procedures, important dates and other specified departmental insertions.
- ✓ Prior to the start of instruction, obtaining and approving an electronic syllabus for the CHS class to ensure that the curriculum offered and assessed at the high school site is comparable to the curriculum offered on-campus and forwarding electronic syllabus to the CHS Director and academic department for retention.
- ✓ Guiding CHS Associate Faculty regarding any alternate placement options and required documentation.
- ✓ Assisting CHS Associate Faculty with interpretation of students' placement scores.
- ✓ Communicating (in person, by phone, or electronically) with the CHS Associate Faculty prior to the start of the first semester and ongoing collegial interaction to address course content, course delivery, assessment, evaluation and/or research and development in the field.
- ✓ Identifying potential observation dates/times in coordination with CHS Associate Faculty, principal(s) and CHS Director.
- ✓ Making a classroom visit during the first and last semesters of the first year of instruction (after the first year, observing the class once per year) to ensure academic consistency with the same courses on the main campus.
- ✓ Completing the Faculty Coordinator/Liaison Classroom Observation Form for each classroom visit (including follow-up discussion) and forwarding to the CHS Director who will also share with the Dean as requested.
- ✓ As part of the classroom visit, spending 5-10 minutes at the beginning of each class visit to talk about Edmonds CC, areas of study relevant to the course, and answering any questions students may have about Edmonds CC and CHS.
- ✓ Meeting with the department heads of the high school to develop further CHS partnership options.
- ✓ Assisting the CHS Associate Faculty with online grading issues.
- ✓ Communicating all administration issues to CHS Director including concerns observed during classroom visits.
- ✓ Meeting with the Edmonds CC Dean and CHS Director to discuss program progress as well as any observed instructional concerns.
- ✓ Involving CHS Associate Faculty in ongoing professional development to promote a feeling of inclusion in the Edmonds CC academic community.
- ✓ Providing the CHS Director with a summary of the professional development engagement with CHS Associate Faculty.

Recommendations for Classroom Visit/Observation

Before the Classroom Visit, discuss the following with the CHS Associate Faculty:

What do you want the students to have learned by the end of this class?

What will happen in this class?

How does this class fit in with the overall course?

What pre-class work will the students have done for this class?

Are there specific aspects of the class on which you would like to receive feedback?

Ask the CHS Associate Faculty to be prepared to share course syllabus; teaching materials prepared for that class, such as handouts, pre-class quizzes, and homework due that day, teaching notes, slides, or an overall lesson or unit plan; and samples of assessments and graded student work.

During the Classroom Visit, focus on the following criteria:

Clarification of the class purpose

How well does the CHS Associate Faculty convey the purpose of this class?

Organization of the class structure

Are the class materials and activities well organized?

Reinforcement of major concepts

Are the major concepts being covered?

Do the activities and materials utilized in class reinforce the major concepts?

Pacing and scope

Is the material presented at a suitable rate?

Is the amount of material covered reasonable?

Classroom atmosphere/class management

Is there a safe and respectful classroom atmosphere conducive to student learning with effective classroom management?

Consideration of diversity

Does the CHS Associate Faculty acknowledge or interact with a broad range of students, being respectful of diverse opinions and perspectives; and employ a diverse set of methods to accommodate a range of student learning styles?

Balance between abstract and concrete

If applicable, is there an appropriate balance between abstract and concrete concepts?

Classroom assessment

If applicable, in what ways does the CHS Associate Faculty check for comprehension and solicit feedback?

Consistency with on-campus course

Does the course look and feel like a college course within your discipline?

Are students being held to similar standards using appropriate texts, materials, assessments, and grading strategies for the course?

After the Classroom Visit, discuss with CHS Associate Faculty:

- Perspectives on what took place during classroom session.
- Any points brought up pre-visit.
- Any comments recorded on the classroom observation form.
- Professional development with documentation on the Professional Development form.
- Areas of concern, if any, regarding alignment with college expectations.
NOTE: a development plan must be created with a clear timeline for follow-up and CHS Director should be notified.
- Submit signed Faculty Coordinator/Liaison Classroom Observation Form to CHS Director

Details for Classroom Visit

1. While CHS Associate Faculty operate under the same set of standards as college faculty, additional curriculum may be included to meet the high school core curriculum required by the high school. Faculty Coordinator/Liaisons should be willing to help CHS Associate Faculty

accommodate both curriculums, while at the same time assuring that the college curriculum is being covered in full.

2. The classroom visit should be on a regular school day that has been pre-arranged with the CHS Associate Faculty and principal(s). High school schedules are very different from college schedules and vary from school to school. Classes will often be cut short for assemblies or other activities. Some schools have A days and B days, others distinguish days by period number. It is important to contact the CHS Associate Faculty beforehand to make sure it is not a "special" schedule day.
3. Most high school teachers have two or more "prep" periods per week during which they can plan lessons, grade, research or work on other projects. These prep periods are an excellent time, if visits are scheduled in advance, to meet one-on-one with CHS Associate Faculty without distraction.
4. It is important when visiting a high school to sign in at the main office. Some high schools require a visitor's pass or name tag. Parking should be in the visitor lot. If there is no room there, mention it when checking in.
5. The purpose is to observe:
 - instructional quality;
 - if the CHS Associate Faculty is on schedule with the equivalent college course as described in the CHS syllabus;
 - whether or not CHS students are learning and their behavior is appropriate for a college class;
 - if the CHS students are held to the same standards of achievement and same grading standards as expected of Edmonds CC on-campus students;
 - that the CHS students are assessed using the same methods as students in the equivalent on-campus class; and
 - CHS student work and assessments to ensure that work and grading is comparable with Edmonds CC students.
6. The classroom observation should be for the entire class period followed by review/discussion of the observation form. If an immediate review or discussion is not an option, a signed copy (main office should be able to make a copy) should be left with the CHS Associate Faculty with a definite determined follow-up plan.
7. Sign the Faculty Coordinator/Liaison Classroom Observation Form and submit to the CHS Director after discussion with the CHS Associate Faculty
8. In the case of concerns over the quality of instruction, the following steps should be taken to enable the high school and school district to address the concerns of the CHS representative (Faculty Coordinator/Liaison) or student perceptions as reflected in the End-of-course Questionnaire. It is intended that the instructional issues be addressed on a case-by-case basis with the goal of assisting the CHS Associate Faculty to correct the problem(s).
 - ❖ Document the concern on the Faculty Coordinator/Liaison Classroom Observation Form during a site visit.
 - ❖ Discuss the concern with the CHS Associate Faculty and set a reasonable time for the CHS Associate Faculty to address the concern and correct the problem. The Dean and CHS Director should be informed at this point.
 - ❖ Schedule and conduct a follow-up visit/meeting.
 - ❖ Upon the CHS Director's review of the questionnaires, if concerns are reflected in student responses, an appointment will be made with the CHS Associate Faculty, Dean and CHS Director to discuss and plan remedy.
 - ❖ If the concerns are not corrected within a reasonable time (i.e., one semester), inform the CHS Director/Dean so that contact can be made with the high school administrator. A formal notification letter will be sent to the CHS Associate Faculty who is in noncompliance with CHS policy/procedures.



Faculty Coordinator/Liaison Classroom Observation Form

For each classroom observation, please complete and submit this form to Pam LeMay, Director of Special Academic Programs/CHS.

CHS Coordinator/Liaison: _____

Date of Visit: _____ **High School:** _____

Course: _____ **CHS Associate Faculty:** _____

Please confirm the following:

- ☐ I have received and approved a CHS syllabus for this class.
- ☐ CHS students in this course are held to the same standards of achievement as those expected of students in on-campus sections.
- ☐ CHS students are held to the same grading standards as those expected of students in on-campus sections.
- ☐ CHS students are assessed using the same methods (papers, assignments, quizzes, exams, etc) as students in on-campus sections.
- ☐ This CHS course reflects the pedagogical, theoretical and philosophical orientation of the Edmonds CC academic department within which this course is offered.
- ☐ Final grades are based on sound evaluation of the course learning objectives.

Provide a brief description of the class period, learning activities and student engagement.

How does the course meet standards for on-campus courses?

What feedback or professional development did you provide the CHS Associate Faculty?

List any comments from the CHS Associate Faculty or students regarding the course or Edmonds CC CHS program.

Any additional comments?

Our signatures below verify that we have met and reviewed this classroom observation form.

CHS Faculty Coordinator/Liaison

CHS Associate Faculty

Suggested Professional Development Activities

- Invite Associate Faculty to Edmonds CC department meetings or professional development opportunities offered by the college/departments to on campus faculty.
- Share information from workshops/seminars attended.
- Conduct a group Conversation Hour (i.e, discussion of the college/departments' pedagogical, theoretical and philosophical orientation, new research in the field, Bloom's Taxonomy, curriculum design and applications, an article review, usefulness of pre/post quizzes for specific required topics).
- Exchange activities (labs, assignments) used in campus classrooms/labs.
- Provide invitation to attend specific labs or lectures on campus.
- Share sample exams.
- Review of paired assessment instruments and norming of student exams/assignments.
- Exchange samples of student exams, writing and assignments to calibrate grading including discussion of observations.
- Jointly address students regarding careers in the field.
- Provide new information on syllabus design, note-taking strategies, and classroom discussions.
- Provide supplemental texts and resources.
- Conduct discussion of AP/IB vs CHS (AP/IB are content/fact driven vs CHS classes are analyzing, evaluating---higher level of Bloom's Taxonomy).
- Collaborate/discuss topics that give students the most trouble including effective outcome-based methodologies.
- Ask about CHS Associate Faculty's "favorite" assignment and provide opportunity for peer group discussion why the assignment is successful and how it meets learning objectives.
- Create and regularly monitor an online discipline-specific discussion forum for CHS Associate Faculty.



EDMONDS COMMUNITY COLLEGE
COLLEGE IN THE
HIGH SCHOOL

**Summary of Professional Development
Provided to CHS Associate Faculty**

CHS Faculty Coordinator/Liaison: _____

Names of Participating CHS Associate Faculty:

_____	_____
_____	_____
_____	_____

Title of Activity: _____

Date(s) of Activity: _____ Length of Activity: _____

Description of Activity:

Intended Goal(s) of the Activity:

Reported Information of Greatest Value:

Reported Requests for Additional Professional Development:

(Return this form to CHS Director as activities are completed
or by **May 15, 2019** as a year-end summary.)



EDMONDS COMMUNITY COLLEGE
COLLEGE IN THE
HIGH SCHOOL

**College in the High School (CHS) Associate Faculty
Assignment Agreement 2018-2019**

CHS Associate Faculty: _____
has been appointed CHS Associate Faculty by the _____ Department for
_____ CHS course during the academic school year at _____ High
School.

Students will have the option to enroll for college credit:
First Semester for _____ Second Semester for _____

_____ will be working with me as Faculty
Coordinator/Liaison in accordance with the provisions of Chapter 392-725 WAC "College in the High
School Rules" and National Alliance of Concurrent Enrollment Partnerships (NACEP) as outlined in the
Edmonds CC CHS Handbook. The primary responsibility of the CHS Faculty Coordinator/Liaison is to
ensure that the quality of each CHS course is equivalent to the on campus course in terms of curriculum,
delivery, rigor, assessment and classroom management.

I understand the stipend of \$35 per registered student each registration period will be based upon a
minimum enrollment of 10 students and contingent on completion of the CHS Associate Faculty
responsibilities as outline in the CHS Handbook. This will include classroom observation(s) and
professional development which will be coordinated with the Faculty Coordinator/Liaison.

I have received a copy of the Edmonds CC CHS Handbook and understand the requirements of this
assignment.

Associate Faculty

Date

Attachments: Responsibilities of CHS Associate Faculty
 Recommendations/Details for Classroom Observation
 Faculty Coordinator/Liaison Classroom Observation Form
 Suggestions/Summary of Professional Development Provided to CHS Associate Faculty Form
 End-of-course Questionnaire



EDMONDS COMMUNITY COLLEGE
COLLEGE IN THE
HIGH SCHOOL

**College in the High School (CHS) Associate Faculty
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CHS Associate Faculty: _____
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Date

Attachments: Responsibilities of CHS Associate Faculty
Recommendations/Details for Classroom Observation
Faculty Coordinator/Liaison Classroom Observation Form
Suggestions/Summary of Professional Development Provided to CHS Associate Faculty Form
End-of-course Questionnaire

Responsibilities of CHS Associate Faculty

- ✓ Signs the CHS Associate Faculty Assignment Agreement verifying the responsibilities of this position.
- ✓ Attends the annual CHS Associated Faculty Orientation/Department Meeting.
- ✓ Meets with Edmonds CC Faculty Coordinator/Liaison to ensure that the curriculum offered at the high school site is comparable to the curriculum offered on the main campus. This may include reviewing textbook, designing the curriculum, creating a syllabus, writing student learning objectives, developing assignments, assessment and grading criteria ,as well as other course-related topics.
- ✓ Each year, submits an electronic CHS class syllabus to the Faculty Coordinator/Liaison with the following elements:
 - Title of course which should include "College in the High School" and the course title and number that matches the college course;
 - Name of the high school and CHS Associate Faculty;
 - A course description that exactly matches that of the college course;
 - Course expectations and learning objectives that match those at the college;
 - Evidence that CHS students are assessed in the same way as their college counterparts. For example, if students at the college are assessed primarily using exams, the CHS syllabus should show that exams count for the majority of their decimal grade;
 - A decimal grading scale and expectations that are the same as the college;
 - A statement notifying the CHS students that the final decimal grade for the course will be recorded on their permanent college transcript;
 - A statement about academic integrity, student rights and responsibilities, FERPA and important CHS dates; and
 - Any other information regarding assignments and curriculum that is pertinent to the course or required by the department.

(Note: when changes are made to the curriculum or to the syllabus by the Edmonds CC academic department, the Faculty Coordinator/Liaison will forward these changes to the CHS Associate Faculty for inclusion in an updated syllabus.)
- ✓ Distributes registration packets.
- ✓ Meets with CHS Director to discuss necessary HR paperwork, grading deadlines, instructions for placement exam, and information regarding partial tuition scholarship process.
- ✓ Submits Edmonds CC appropriate paperwork to CHS Director so that Edmonds CC Human Resources and Payroll procedures are followed for stipend payments.
- ✓ Includes information about CHS on the class website including deadlines and registration and payment processes.
- ✓ Works with the Faculty Coordinator/Liaison regarding any alternate placement options and required documentation.
- ✓ Notifies CHS Director of preferred placement exam date and information regarding the desired proctor so that approval can be given by the Edmonds CC Testing Center; assurances will be provided regarding the security of offsite testing prior to the approved proctor being given the online placement exam password.
- ✓ Discusses placement scores with Edmonds CC Faculty Coordinator/Liaison as needed.
- ✓ Checks class roster for accuracy and notifies CHS Director of any discrepancies.
- ✓ Participates in provided professional development activities which will be documented in an annual CHS report.
- ✓ Meets with Edmonds CC Faculty Coordinator/Liaison personally each semester with a classroom visit during the first and last semesters of the first instructional year; one classroom visit thereafter; includes discussion and signing the Classroom Observation form.
- ✓ Communicates all administration issues to CHS Director and all curriculum issues to the Edmonds CC Faculty Coordinator/Liaison.

- ✓ Communicates to students if different grading criteria will be used for CHS and high school courses.
- ✓ Ensures that grade deadlines are met by posting grades through the college's grading system (Instructor Briefcase) or by due dates if manual entry has been requested.
- ✓ Cooperates with the required End-of-course Questionnaires per the college's policies and procedures.

Recommendations for Classroom Visit/Observation

Before the Classroom Visit, discuss the following with the CHS Associate Faculty:

What do you want the students to have learned by the end of this class?

What will happen in this class?

How does this class fit in with the overall course?

What pre-class work will the students have done for this class?

Are there specific aspects of the class on which you would like to receive feedback?

Ask the CHS Associate Faculty to be prepared to share course syllabus; teaching materials prepared for that class, such as handouts, pre-class quizzes, and homework due that day, teaching notes, slides, or an overall lesson or unit plan; and samples of assessments and graded student work.

During the Classroom Visit, focus on the following criteria:

Clarification of the class purpose

How well does the CHS Associate Faculty convey the purpose of this class?

Organization of the class structure

Are the class materials and activities well organized?

Reinforcement of major concepts

Are the major concepts being covered?

Do the activities and materials utilized in class reinforce the major concepts?

Pacing and scope

Is the material presented at a suitable rate?

Is the amount of material covered reasonable?

Classroom atmosphere/class management

Is there a safe and respectful classroom atmosphere conducive to student learning with effective classroom management?

Consideration of diversity

Does the CHS Associate Faculty acknowledge or interact with a broad range of students, being respectful of diverse opinions and perspectives; and employ a diverse set of methods to accommodate a range of student learning styles?

Balance between abstract and concrete

If applicable, is there an appropriate balance between abstract and concrete concepts?

Classroom assessment

If applicable, in what ways does the CHS Associate Faculty check for comprehension and solicit feedback?

Consistency with on-campus course

Does the course look and feel like a college course within your discipline?

Are students being held to similar standards using appropriate texts, materials, assessments, and grading strategies for the course?

After the Classroom Visit, discuss with CHS Associate Faculty:

- Perspectives on what took place during classroom session.
- Any points brought up pre-visit.
- Any comments recorded on the classroom observation form.
- Professional development with documentation on the Professional Development form.
- Areas of concern, if any, regarding alignment with college expectations.
NOTE: a development plan must be created with a clear timeline for follow-up and CHS Director should be notified.
- Submit signed Faculty Coordinator/Liaison Classroom Observation Form to CHS Director

Details for Classroom Visit

1. While CHS Associate Faculty operate under the same set of standards as college faculty, additional curriculum may be included to meet the high school core curriculum required by the high school. Faculty Coordinator/Liaisons should be willing to help CHS Associate Faculty accommodate both curriculums, while at the same time assuring that the college curriculum is being covered in full.
2. The classroom visit should be on a regular school day that has been pre-arranged with the CHS Associate Faculty and principal(s). High school schedules are very different from college schedules and vary from school to school. Classes will often be cut short for assemblies or other activities. Some schools have A days and B days, others distinguish days by period number. It is important to contact the CHS Associate Faculty beforehand to make sure it is not a "special" schedule day.
3. Most high school teachers have two or more "prep" periods per week during which they can plan lessons, grade, research or work on other projects. These prep periods are an excellent time, if visits are scheduled in advance, to meet one-on-one with CHS Associate Faculty without distraction.
4. It is important when visiting a high school to sign in at the main office. Some high schools require a visitor's pass or name tag. Parking should be in the visitor lot. If there is no room there, mention it when checking in.
5. The purpose is to observe:
 - instructional quality;
 - if the CHS Associate Faculty is on schedule with the equivalent college course as described in the CHS syllabus;
 - whether or not CHS students are learning and their behavior is appropriate for a college class;
 - if the CHS students are held to the same standards of achievement and same grading standards as expected of Edmonds CC on-campus students;
 - that the CHS students are assessed using the same methods as students in the equivalent on-campus class; and
 - CHS student work and assessments to ensure that work and grading is comparable with Edmonds CC students.
6. The classroom observation should be for the entire class period followed by review/discussion of the observation form. If an immediate review or discussion is not an option, a signed copy (main office should be able to make a copy) should be left with the CHS Associate Faculty with a definite determined follow-up plan.
7. Sign the Faculty Coordinator/Liaison Classroom Observation Form and submit to the CHS Director after discussion with the CHS Associate Faculty
8. In the case of concerns over the quality of instruction, the following steps should be taken to enable the high school and school district to address the concerns of the CHS representative (Faculty Coordinator/Liaison) or student perceptions as reflected in the End-of-course

Questionnaire. It is intended that the instructional issues be addressed on a case-by-case basis with the goal of assisting the CHS Associate Faculty to correct the problem(s).

- ❖ Document the concern on the Faculty Coordinator/Liaison Classroom Observation Form during a site visit.
- ❖ Discuss the concern with the CHS Associate Faculty and set a reasonable time for the CHS Associate Faculty to address the concern and correct the problem. The Dean and CHS Director should be informed at this point.
- ❖ Schedule and conduct a follow-up visit/meeting.
- ❖ Upon the CHS Director's review of the questionnaires, if concerns are reflected in student responses, an appointment will be made with the CHS Associate Faculty, Dean and CHS Director to discuss and plan remedy.
- ❖ If the concerns are not corrected within a reasonable time (i.e., one semester), inform the CHS Director/Dean so that contact can be made with the high school administrator. A formal notification letter will be sent to the CHS Associate Faculty who is in noncompliance with CHS policy/procedures.



Faculty Coordinator/Liaison Classroom Observation Form

For each classroom observation, please complete and submit this form to Pam LeMay, Director of Special Academic Programs/CHS.

CHS Coordinator/Liaison: _____

Date of Visit: _____ **High School:** _____

Course: _____ **CHS Associate Faculty:** _____

Please confirm the following:

- I have received and approved a CHS syllabus for this class.
- CHS students in this course are held to the same standards of achievement as those expected of students in on-campus sections.
- CHS students are held to the same grading standards as those expected of students in on-campus sections.
- CHS students are assessed using the same methods (papers, assignments, quizzes, exams, etc) as students in on-campus sections.
- This CHS course reflects the pedagogical, theoretical and philosophical orientation of the Edmonds CC academic department within which this course is offered.
- Final grades are based on sound evaluation of the course learning objectives.

Provide a brief description of the class period, learning activities and student engagement.

How does the course meet standards for on-campus courses?

What feedback or professional development did you provide the CHS Associate Faculty?

List any comments from the CHS Associate Faculty or students regarding the course or Edmonds CC CHS program.

Any additional comments?

Our signatures below verify that we have met and reviewed this classroom observation form.

CHS Faculty Coordinator/Liaison

CHS Associate Faculty

Suggested Professional Development Activities:

- Invite Associate Faculty to Edmonds CC department meetings or professional development opportunities offered by the college or academic departments.
- Share information from workshops/seminars attended.
- Conduct a group Conversation Hour (i.e, discussion of the college/department's pedagogical, theoretical and philosophical orientation, new research in the field, Bloom's Taxonomy, curriculum design and applications, an article review, usefulness of pre/post quizzes for specific required topics).
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- Provide invitation to attend specific labs or lectures on campus.
- Share sample exams.
- Review of paired assessment instruments and norming of student exams/assignments.
- Exchange samples of student exams, writing and assignments to calibrate grading including discussion of observations.
- Jointly address students regarding careers in the field.
- Provide new information on syllabus design, note-taking strategies, and classroom discussions.
- Provide supplemental texts and resources.
- Conduct discussion of AP/IB vs CHS (AP/IB are content/fact driven vs CHS classes are analyzing, evaluating---higher level of Bloom's Taxonomy).
- Collaborate/discuss topics that give students the most trouble including effective outcome-based methodologies.
- Ask about CHS Associate Faculty's "favorite" assignment and provide opportunity for peer group discussion why the assignment is successful and how it meets learning objectives.
- Create and regularly monitor an online discipline-specific discussion forum for CHS Associate Faculty.



EDMONDS COMMUNITY COLLEGE
COLLEGE IN THE
HIGH SCHOOL

**Summary of Professional Development
Provided to CHS Associate Faculty**

CHS Faculty Coordinator/Liaison: _____

Names of Participating CHS Associate Faculty:

_____	_____
_____	_____
_____	_____

Title of Activity: _____

Date(s) of Activity: _____ Length of Activity: _____

Description of Activity:

Intended Goal(s) of the Activity:

Reported Information of Greatest Value:

Reported Requests for Additional Professional Development:

(Return this form to CHS Director as activities are completed
or by **May 15, 2019** as a year-end summary.)



Directions: Use dark ink or pencil to completely fill in the bubble. You may leave any item unanswered.
ALL RESPONSES ARE STRICTLY CONFIDENTIAL.

Scale: 5=Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2=Disagree, 1=Strongly Disagree

	5	4	3	2	1
1. Instructor clearly communicated course goals and learning outcomes	0	0	0	0	0
2. Instructor clearly communicates course requirements	0	0	0	0	0
3. Instructor chooses appropriate course materials	0	0	0	0	0
4. Instructor presents course materials clearly	0	0	0	0	0
5. Instructor presents course material at a good pace	0	0	0	0	0
6. Instructor explains concepts and ideas clearly	0	0	0	0	0
7. Instructor uses examples, illustrations, or audio-visual materials helpful to my learning	0	0	0	0	0
8. Instructor has good command (knowledge) of the subject matter	0	0	0	0	0
9. Instructor conveys enthusiasm for course material	0	0	0	0	0
10. Instructor shows respect for students	0	0	0	0	0
11. Instructor is prompt in his/her responses	0	0	0	0	0
12. Instructor lays out clear guidelines of how to communicate with him/her	0	0	0	0	0
13. Instructor is helpful	0	0	0	0	0
14. Instructor shows concern for students' success	0	0	0	0	0
15. Assigned readings or other required materials (e.g., videos) contribute to my learning.....	0	0	0	0	0
16. Instructor's assignments (papers, presentations, etc.) allow me to show what I have learned...	0	0	0	0	0
17. Instructor's exams and quizzes address materials we covered in class	0	0	0	0	0
18. Instructor gives clear information about how assignments are graded	0	0	0	0	0
19. Instructor provides helpful feedback on assignments	0	0	0	0	0
20. Instructor provides timely feedback on assignments	0	0	0	0	0
21. Course expectations and requirements meet my expectations	0	0	0	0	0
22. My level of effort in this class meets my expectations	0	0	0	0	0
23. The quality of instruction in this course meets my expectations	0	0	0	0	0
24. My learning in this course meets my expectations	0	0	0	0	0
25. After this course, my interest in this subject meets my expectations	0	0	0	0	0