



**INTERLOCAL AGREEMENT
between
Edmonds College
and
Edmonds School District**

THIS AGREEMENT is made and entered into by and between **Edmonds College**, hereinafter referred to as "EC," 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 EC course(s). The Statement of Work outlines the EC and District responsibilities, pursuant to WAC 392-725 "College in the High School Rules." Responsibilities are also outlined in the CHS Handbook for 2021-2022, pages 9-32.

The program's success requires ongoing collaboration and communication between EC and the District's high school faculty (who have been appointed as EC Associate Faculty in the EC 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 EC policies and regulations regarding student performance/assessment/grading comparable to the campus course, course prerequisites and placement by high school transcript evaluation, Smarter Balanced Assessment (SBA) or approved EC placement 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 ninth, tenth, eleventh or twelfth grade student.
2. The District and EC 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 EC.
 - a. Violations of student code of conduct will be reported to EC 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 EC'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 college curriculum.

4. High school students wishing to enroll in CHS will complete the one-time online EC Admission (no fee) and \$215 for each five-credit CHS course. There will be no charge to students for their initial placement test 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 EC through the online Admission, Registration and Payment systems monitored through the CHS Office in coordination with EC Cashiers and Enrollment Services Departments. No additional instructional materials (textbook, lab fees) will be paid by students enrolled in CHS courses.
5. EC 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 EC CHS courses.
6. The EC CHS Program is nationally accredited by and is a member of the National Alliance of Concurrent Enrollment Partnerships (NACEP). The EC CHS program meets or exceeds all requirements of WAC 392-725.

B. Edmonds College 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 Interim Vice President of Instruction (Kim Chapman).
2. Ensure student standards are met pursuant to WAC 392-725-130 including Admission, Prerequisites, Registration, Assessment, Transcription and Student Rights and Responsibilities notifications.
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 EC 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. Note: The grade on the EC transcript may not be the same as the grade on the district/high school transcript.
6. Ensure curriculum and assessment standards pursuant to WAC 392-725-140 are met. Assign EC instructors (Faculty Curriculum Liaisons) to work specifically with CHS Associate Faculty (high school teachers). The purpose is to articulate and ensure instructional and assessment integrity are comparable to the course as offered through the respective college 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 EC academic department
 - grading criteria and standards comparable to the campus course
 - teaching observation and review of classroom visitation (in-person or virtual)
 - appropriate subject-matter professional development
7. Ensure EC 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 2021-2022 school year to review program policies and procedures with high school teachers and EC liaisons.
 9. Require high school teachers to complete discipline-specific professional development activity annually. Discipline-specific professional development will be provided to newly appointed CHS teachers prior to instruction and is available to all teachers through the academic department, liaisons and college. Attending an outside professional development activity must be pre-approved by the EC 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 June 1, 2022.
 10. Provide students, parents, counselors, and teachers written guidelines of the CHS Program including deadlines, processes, EC policies/procedures, frequently asked questions and Student Rights and Responsibilities (available at www.edmonds.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 EC 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 EC’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. EC 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 all Admission, Registration, and Payment online instructions which they will share with eligible students. No high school teachers or other high school staff/administrators will accept CHS registrations or payments.
 13. Ensure evaluation standards pursuant to WAC 392-725-160 are met.
 - a) Provides to each enrolled CHS student, an End-of-course Questionnaire at the conclusion of each CHS class. 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 according to NACEP Accreditation Standards.
 14. Offer high school students and teachers participating in CHS use of the EC library, writing center and tutoring services during enrolled or teaching quarters as provided to traditional students and faculty.

15. Provide high school teachers ongoing collegial interaction to address course content, course delivery, assessment, evaluation and professional development relevant to the academic field.
16. Maintain student records and transcripts according to EC Policies and Procedures as well as all state regulations and requirements.
17. As of this date, the following courses have been approved by EC academic departments to be offered through the CHS program with **District's currently scheduled course/high school(s) in bold print:**

ACCT& 201 -- Principles of Accounting I
BUS 130 -- Business Math: Edmonds Woodway, Lynnwood, Meadowdale, Mountlake Terrace, Scriber Lake
DIVST 125 -- Race and Ethnic Relations: Edmonds Heights, Edmonds Woodway, Lynnwood, Meadowdale, Mountlake Terrace,
 ECON 120 -- Introduction to Economics
ENGL& 111 -- Introduction to Literature: Meadowdale
ENGR& 114 -- Engineering Graphics: Lynnwood, Mountlake Terrace
FRCH& 121, 122, 123 -- French I, II, III: Lynnwood, Mountlake Terrace
HIST& 117, 118 -- Western Civilization II, III: Lynnwood, Mountlake Terrace
HIST& 127,128 -- World Civilization II, III: Meadowdale,
HIST& 147,148 -- US History II, III: Edmonds Woodway, Lynnwood, Meadowdale, Mountlake Terrace
JOURN 125 -- Introduction to Journalism: Mountlake Terrace
 MATH& 107 -- Math in Society
MATH 140 -- Business Precalculus: Mountlake Terrace
MATH& 141, 142 -- Precalculus I, II: Edmonds Woodway, Lynnwood, Meadowdale, Mountlake Terrace
MATH& 146 -- Introduction to Statistics: Meadowdale
MATH& 148 -- Business Calculus: Mountlake Terrace
MATH& 151, 152, 153 -- Calculus I, II, III: Edmonds Woodway, Meadowdale,
 MUSC& 105 -- Music Appreciation
 POLS& 101 -- Introduction to Political Science
POLS& 202 -- American Government: Lynnwood,
POLS& 203 -- International Relations: Edmonds Woodway
 POLS 206 -- State and Local Government
SPAN& 121, 122, 123 -- Spanish I, II, III: Lynnwood, Mountlake Terrace

18. 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 EC payroll system. Compensation represents the following duties:
 - a) complete employment paperwork (W-4, I-9, etc.);
 - b) attend the mandatory annual 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 informational material to students and parents including Admission, Registration, Payment online directions with deadlines and the CHS website for "Frequently Asked Questions";
 - f) explain the benefits of the program to students and parents or refer them to CHS Director;
 - 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 the online EC Admission to receive their ctcLink ID and register/pay online by designated deadlines;
 - j) verify class roster and notify CHS Office of any discrepancies;
 - k) respond to email or voice messages from CHS staff/administrator;

- l) notify CHS Office of any changes including address/phone, retirement, teaching assignment, extended absence;
- m) post or provide grades by the designated grading deadline;
- n) provide EC CHS Office with a specific CHS course syllabus (as specifically outlined in the CHS Handbook and approved by the EC 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 EC 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;
- o) schedule in-person or virtual teaching observation/class visit including follow-up interview with designated EC Faculty Curriculum Liaison (at least once for continuing teachers and twice during the first year of teaching for new instructors);
- p) administer the required End-of-course Questionnaires according to EC’s policies and procedures for student evaluations; and
- q) participate in program review or accreditation committees upon request.

19. EC 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 EC CHS Director (Pam LeMay).
2. Permit EC CHS Faculty Curriculum Liaisons 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). These may be in-person or virtual as appropriate.
3. Require approved CHS high school teachers to meet with the designated EC CHS Faculty Curriculum Liaisons 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 EC academic department
 - grading criteria and standards comparable to the campus course
 - teaching observation and/or interview
 - expectations of the teacher
4. Notify EC 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 CHS approved course. If a student teacher is assigned to teach the approved course, the course will not be made available to students to earn EC credit.

5. Notify EC if a CHS teacher will have an absence lasting more than 10 days.
6. Notify EC 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 as well as participate in discipline-specific professional development activities and/or events.
10. Require the high school teachers to follow established procedures and meet deadlines set by EC for the CHS Program.
11. Require the high school teachers to submit grades for registered students in accordance with EC 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.
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 EC or the District.

PERIOD OF PERFORMANCE

Subject to its other provisions, the period of performance of this Agreement shall commence on **October 1, 2021**, or date of execution, whichever comes later, and be completed on **June 30, 2022** 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 Edmonds School District is:	Contract Manager for Edmonds College is:
Mark Madison Program Director, Career/STEM and College Readiness 20420 – 68 th Ave West Lynnwood, WA 98036 madisonm@edmonds.wednet.edu 425 431-7124	Pam LeMay Director, CHS and Special Academic Programs 20000 68 th Ave West Lynnwood, WA 98036 plemay@edmonds.edu 206 276-4343 (cell)

IN WITNESS WHEREOF, the parties have executed this Agreement.

Signature/Date

Dr. Amit B. Singh
President
Edmonds College

Signature/Date

Dr. Gustavo Balderas
Superintendent
Edmonds School District



COLLEGE IN THE HIGH SCHOOL HANDBOOK 2021-2022

(Revised July 28, 2021)

The College in the High School (CHS) Program is designed to award Edmonds College credit to high school students (grades 9, 10, 11,12) who can perform at college level in designated college-approved courses that are taught at area high schools. A collaboration between Edmonds College academic departments and school districts/high schools, CHS is a self-support program of the Instruction Division and is administered by the Edmonds College Director of Special Academic Programs. The CHS Program operates in accordance with the WAC 392-725 “College in the High School Rules.” National accreditation has been awarded by the National Alliance of Concurrent Enrollment Partnerships (NACEP). The CHS website is www.edmonds.edu/collegeinhighschool

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 206-276-4343 (cell), or email to plemay@edmonds.edu to begin the process. The appropriate Edmonds College Academic Dean/Department Head will be alerted to the interest inquiry.

The high school teacher will be pre-screened by the CHS Director per the academic department’s qualifications. The application process will be clarified. Some academic departments require multiple years of teaching experience at the same or higher level than the proposed CHS course.

Applicants will submit a CHS Associate Faculty Application Packet to the CHS Director who will collect the application material and forward to the Dean/Department Head. The application packet must include:

- ✓ evidence of the applicant’s superior knowledge of the subject and outstanding teaching skills;
- ✓ number of years teaching the proposed CHS course(s);
- ✓ 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 College 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 applicants, and will make the CHS Associate Faculty appointment. The CHS Director will notify the high school principal, qualified applicants, and district curriculum coordinators if needed. Prior to instruction, CHS Associate Faculty will receive an orientation, sign an Assignment Agreement and complete Edmonds College new hire paperwork. The CHS Director will provide contact information to all involved in the CHS program.

II. INSTRUCTIONAL IMPLEMENTATION

Prior to instruction, the Edmonds College Faculty Curriculum Liaison will meet with each newly appointed 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) as well as other resources provided by academic departments to Associate Faculty. The CHS Director will assist CHS Associate Faculty with template CHS syllabi to ensure program uniformity.

The CHS course must include content that is consistent with the appropriate campus course and reflects the pedagogical, theoretical and philosophical orientation of Edmonds College. Course assignments and requirements must meet college expectations with students assessed using the same methods as their 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 College CHS Director and Faculty Curriculum Liaison an electronic CHS course syllabus which will be reviewed/approved. 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 College 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.

Both CHS Associate Faculty and Faculty Curriculum Liaisons will sign an annual Assignment Agreement ensuring that all understand their CHS Program roles and responsibilities.

CHS Associate Faculty are appointed as Edmonds College 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 new CHS Associate Faculty and complete the process with the Edmonds College’s Human Resources (HR), Payroll and Information Technology departments.

Edmonds College Faculty Curriculum Liaisons will be paid a stipend to complete a classroom observation either in-person or virtual of each CHS course as well as attend the CHS Faculty Orientation prior to the start of teaching the CHS course. Additionally, the Edmonds College Faculty Curriculum 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 College Faculty Curriculum Liaisons will complete the Classroom Observation and Summary of Professional Development Forms and submit to the CHS Director prior to stipend payment.

III. ADMINISTRATIVE IMPLEMENTATION

CHS Director will meet with the Edmonds College Faculty Curriculum Liaisons and CHS Associate Faculty to ensure they are clear about their responsibilities and to receive their signed Assignment Agreements. 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/registrars and CHS Associate Faculty describing CHS and its processes/procedures/deadlines as well as Frequently Asked Questions.

The CHS Director, Edmonds College 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 College students completing the online Edmonds College Admission Form, there is no fee. Students are permitted to register for a CHS class if they have earned the appropriate placement score on the college's placement exam or through Alternate Placement (review of high school transcript, Smarter Balance, SAT/PSAT scores and any other placement option used for campus courses including the Edmonds College English or Math Alternate Placement Rubric). Placement exam(s) will be coordinated with the Edmonds College Testing Center. At high school testing will be monitored by an approved proctor. 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 College Faculty Curriculum 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.

All admission, registrations and payments for CHS courses will be completed online. CHS Associate Faculty will provide specific information for these online processes. Students new to Edmonds College (or who have a student identification from another college) will complete the free online Admission Form. A CHS Welcome Email will be sent to each admitted student and will include a ctcLink Student ID. Students must meet prerequisite/placement requirements prior to completing the online class registration. CHS tuition is reduced to \$215 for a 5 credit CHS class. Registration/payment deadlines will be coordinated with staff of Enrollment Services and Cashiers Departments and, as possible, with the school district registrars.

When all students have been registered into the college system and payment received, the CHS Director will provide each CHS Associate Faculty with a class roster to be reviewed for accuracy. The CHS Office will communicate with Enrollment Services regarding any necessary changes.

Registered students will be sent a letter which will include how to order a college transcript, FERPA, and Edmonds College 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 from their CHS teacher.

The Edmonds College Faculty Curriculum Liaisons will work with 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 College Faculty Curriculum 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 College 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 and outside agency funding may be provided for students approved/eligible for free/reduced lunch. CHS Director will work with any funding agency providing partial/full tuition payments 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 by the CHS income which is derived from the revenue based upon the number of students enrolled. Stipends to CHS Associate Faculty and Faculty Curriculum Liaison and 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). Cost transfers will be initiated by the CHS Director and made by the Business Office. Stipends will be initiated by the CHS Director and paid through Human Resources and Payroll Departments.

All enrolled CHS students will be provided with a required End-of-course Questionnaire per WAC 392-725. The process will be identical to that of campus student course evaluations. Online/in-person instruction will dictate if electronic or hard copies will be used. Questionnaires will be processed through the Instruction Division. Summaries will be distributed in accordance with college procedures: one copy to CHS Associate Faculty, one to the appropriate academic Dean, and one copy retained for three years by the CHS Office. The summaries do not become part of the Associate Faculty personnel file.

IV. DIVISION OF RESPONSIBILITIES

A. Edmonds College Academic Dean/Department Head(s)

- ✓ 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 College Faculty Curriculum Liaison and provides contact information to CHS Director.
- ✓ If possible, participates in the annual CHS Orientation Meeting which includes Faculty Curriculum Liaisons, approved CHS Associate Faculty and interested principals/teachers.
- ✓ As requested, reviews the Faculty Curriculum 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 10 of this Handbook).
- ✓ Responsibilities may be reassigned to the Edmonds College Department Head as needed.

B. CHS Director/CHS Staff

- ✓ Ensures that the Edmonds College CHS program meets/exceeds the standards as identified in Chapter 392-725 WAC "College in the High School Rules" and those of NACEP.
- ✓ Reflects those standards in the Edmonds College CHS Handbook.
- ✓ Maintains and updates the CHS Handbook and website www.edmonds.edu/collegeinthehighschool
- ✓ Provides CHS Program overview to inquiring
- ✓ Conducts the Annual CHS Associate Faculty and Faculty Curriculum Liaisons' Annual Meeting including invitations to Deans, academic Department Heads, College President and interested or involved college staff.
- ✓ Contacts each high school lead counselor, registrar and principal to be sure they have the current list of CHS classes offered at their school and who is teaching as well as information about deadlines, class visits and professional development.
- ✓ In consultation with Enrollment Services staff and district registrars, determines an annual calendar of deadlines for all CHS processes.
- ✓ Replies to inquiries from students, parents, high school registrars/counselors within FERPA guidelines; problem-solves with district staff as needed.
- ✓ Explains the CHS Faculty Selection Process including pre-screening interested high school teachers; provides the formal application packets to ensure that qualifications can be reviewed by the appropriate academic department; following up as directed by academic departments who have approved or denied the interested teacher; informing high school teacher and principal of appointment or denial as CHS Associate Faculty.
- ✓ Provides next-step orientation to newly appointed CHS Associate Faculty.
- ✓ Prepares and secures signed Interlocal Agreement with each school district prior to the start of each academic year as well as any other required reports.
- ✓ Meets with Edmonds College Faculty Curriculum Liaisons and CHS Associate Faculty to ensure they are clear about their responsibilities; distributes the CHS Handbook and prepares Assignment Agreements (signed agreements are retained by the CHS Office).
- ✓ Organizes an annual CHS Orientation/Department Meeting for Deans, Faculty Curriculum 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 College Faculty Curriculum Liaison.
- ✓ Completes the college's procedures to get CHS courses into the Edmonds College registration system.

- ✓ Provides CHS Associate Faculty with placement requirements, online admission, registration, CHS tuition payment and scholarship information to distribute to qualified students.
- ✓ Troubleshoots all student/CHS Associate Faculty issues with online processes.
- ✓ Provides placement test, online admission, registration, scholarship and payment deadlines to high school lead counselors.
- ✓ Submits required HR paperwork and stipend payment paperwork for Edmonds College Faculty Curriculum Liaisons and CHS Associate Faculty as necessary.
- ✓ Alerts Testing Center regarding high school requests for offsite placement exams including date and proposed proctor (who will be approved/orientated by the Testing Center).
- ✓ Ensures that interested students who must take placement exam have completed the online Edmonds College Admission Form by the established due date and prior to approved proctor being given placement exam password by the Testing Center.
- ✓ Ensures that each student has met the designated minimum placement score prior to registering for the CHS course(s) and follows-up if alternate placement or exemptions are granted.
- ✓ Coordinates scholarship applications and approvals with appropriate school district personnel.
- ✓ Notifies students receiving scholarships of expectations regarding registration/payment and progress in course.
- ✓ Coordinates with Enrollment Services regarding class registration including problem-solving.
- ✓ Coordinates with Cashiers Office regarding student payments and scholarships including problem-solving.
- ✓ During admission and enrollment periods, provides CHS Associate Faculty electronic reminder communications for parents/students.
- ✓ Provides CHS Associate Faculty and high school lead counselors/registrars 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 or outside funding agency 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 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 grading including training for new CHS Associate Faculty; and establishing deadlines according to district and college schedules.
- ✓ Writes letters to colleges who inquire about credits earned through the Edmonds College CHS Program.
- ✓ Maintains an appropriate tracking system in compliance with NACEP standards including receipt/approval of new and continuing Associate Faculty orientation, receipt of CHS syllabi, grades, forms for Faculty Curriculum Liaison's Classroom Observations and Annual Professional Development and summaries of End-of course Questionnaires.
- ✓ Forwards forms as requested to the appropriate Dean for retention/review.
- ✓ Initiates with Business Office the agreed upon cost transfers to academic departments.
- ✓ Provides CHS reports as requested to appropriate district personnel per FERPA guidelines and agreements.
- ✓ 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.
- ✓ Provides follow-up advising information to CHS students and how to request college unofficial and official transcripts.

C. Edmonds College Faculty Curriculum Liaison

The primary responsibility of a Faculty Curriculum Liaison is to ensure that the quality of each CHS course is equivalent to the 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 Curriculum Liaison advocates for both the CHS Associate Faculty and the sponsoring Edmonds College 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 Curriculum 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 College CHS Handbook.

- ✓ Signs the CHS Faculty Curriculum Liaison Verification Form and Assignment Agreement.
- ✓ Participates in the high school teacher's selection process, as needed.
- ✓ Attends the annual CHS Orientation/Department Meeting and meetings that are hosted by the CHS Program specifically for CHS Associate Faculty, Edmonds College Faculty Curriculum Liaisons, and interested principals/teachers.
- ✓ Meets/communicates with new CHS Associate Faculty prior to beginning instruction 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.
- ✓ Provides new 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.
- ✓ Completes the "Summary of Discipline-specific Training Provided to New Associate Faculty" and submits to the CHS Director (prior to the beginning of instruction).
- ✓ Guides CHS Associate Faculty regarding any alternate placement options and required documentation.
- ✓ Assists CHS Associate Faculty with interpretation of students' placement scores.
- ✓ Communicates (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.
- ✓ Annually approves electronic syllabi of all CHS courses to ensure that the curriculum offered and assessed at the high school site is comparable to the campus curriculum offered and forwards electronic syllabus to the CHS Director for retention.
- ✓ Forwards the Pre-Visit Questions Form to CHS Associate Faculty and coordinates potential in-person or virtual observation dates/times.
- ✓ Makes 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.
- ✓ Completes the Faculty Curriculum Liaison Classroom Observation Form for each classroom visit (including follow-up discussion) and forwards to the CHS Director who will also share with the Dean as requested.
- ✓ As part of the classroom visit, spends 5-10 minutes at the beginning of each class visit to talk about Edmonds College, areas of study relevant to the course, and answering any questions students may have about Edmonds College and the CHS Program.

- ✓ Meets with the Department Heads of the high school to develop further CHS partnership options.
- ✓ Assists the CHS Associate Faculty with all grading issues including online submittal of grades.
- ✓ Communicates all administration issues to CHS Director including concerns observed during classroom visits.
- ✓ Meets with the Edmonds College Dean and CHS Director to discuss program progress as well as any observed instructional concerns.
- ✓ Involves CHS Associate Faculty in ongoing professional development to promote a feeling of inclusion in the Edmonds College academic community.
- ✓ Provides the CHS Director with a summary of the professional development engagement with CHS Associate Faculty.

Suggested Professional Development Activities:

- Invite Associate Faculty to Edmonds College 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.
- Discuss what should be demonstrated by a student to earn "A/4.0" (or other comparable grades).
- 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, virtual instruction and assessment, 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 In-person or Virtual Classroom Visit, send the Pre-Visit Questions Form to the CHS Associate Faculty. Then prior to the designated visitation date/time, 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 followed by a development plan with a clear timeline for follow-up and CHS Director notification; and
- submitting a 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 Curriculum 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. 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 in-person 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 College on-campus students;
 - that the CHS students are assessed using the same methods as students in the equivalent campus class; and
 - CHS student work and assessments to ensure that work and grading is comparable with Edmonds College 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 should be provided to the CHS Associate Faculty with a definite determined follow-up plan.
7. Sign the Faculty Curriculum 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 Curriculum 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 Curriculum 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.

D. 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 College Faculty Curriculum 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.

- ✓ Submits an electronic CHS class syllabus to the CHS Director (who will forward to the Faculty Curriculum Liaison for final approval) 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 College academic department, the Faculty Curriculum Liaison will forward these changes to the CHS Associate Faculty for inclusion in an updated syllabus.)

- ✓ Distributes electronic communications regarding online admission, registration and payment to students who appropriately place into the CHS course.
- ✓ As needed, communicates with the CHS Director to discuss necessary HR paperwork, grading deadlines, instructions for placement exam, and information regarding scholarship process.
- ✓ Submitting Edmonds College appropriate paperwork to CHS Director so that Edmonds College Human Resources and Payroll procedures are followed for stipend payments.
- ✓ Provides information about CHS on the high school class website including deadlines for admission, placement, scholarships, registration and payment.
- ✓ Works with the Faculty Curriculum 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 College Testing Center--assurance will be requested regarding the security of offsite testing location prior to the approved proctor being given the online placement exam password.
- ✓ As needed, discusses placement scores with Edmonds College Faculty Curriculum Liaison.
- ✓ Checks class roster for accuracy and notifies the CHS Director of any discrepancies.
- ✓ Participates in provided professional development activities which will be documented in an annual CHS report.
- ✓ Meets with Edmonds College Faculty Curriculum Liaison (virtually or in-person) 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 College Faculty Curriculum 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.
- ✓ Cooperates with the required End-of-course Questionnaires per the college’s policies and procedures.
- ✓ Notifies CHS Director if there will be any leave or replacement of position during the school year.

Contact Information:

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

Mailing Address:
Edmonds College
20000 – 68th Ave West
Lynnwood, WA 98036

Sample Forms in CHS Handbook:

- CHS Faculty Curriculum Liaison 2021-2022 Verification Form
- CHS Faculty Curriculum Liaison Assignment 2021-2022 Agreement Form
- Pre-Visit Questions Form
- Faculty Curriculum Liaison 2021-2022 Classroom Observation Form
- Summary of Discipline-specific Training 2021-2022 Provided to New CHS Associate Faculty Form
- Summary of Discipline-specific Training 2021-2022 Provided to All CHS Associate Faculty Form
- CHS Associate Faculty 2021-2022 Assignment Agreement Form
- End-of-course Questionnaire Form (to be completed by enrolled CHS students)



Faculty Curriculum Liaison 2021-2022 Verification Form

I, Edmonds College appointed College in the High School (CHS) _____ Department Faculty Curriculum 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 Faculty Curriculum Liaison to ensure compliance with this standard by:

1. attendance at the annual CHS Orientation/Department Meeting and meetings that are hosted by the CHS program specifically for CHS Associate Faculty, Edmonds College Faculty Curriculum 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, 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 quarters 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. Curriculum Liaison



**College in the High School (CHS) Faculty Curriculum Liaison
2021-2022 Assignment Agreement**

CHS Faculty Curriculum Liaison: _____

The CHS Faculty Curriculum 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 College CHS Handbook.

The primary responsibility of the CHS Faculty Curriculum Liaison is to ensure that the quality of each CHS course is equivalent to the campus course in terms of curriculum, delivery, rigor, assessment and classroom management. Additionally, this position advocates for both the CHS Associate Faculty and the sponsoring Edmonds College academic department.

I have received a copy of the Edmonds College CHS Handbook and understand the requirements of this assignment. Specific tasks are identified in the CHS Handbook:

- Faculty Curriculum Liaison Verification Form, page 13
- Responsibilities of CHS Edmonds College Faculty Curriculum Liaison, pages 7-10
- Recommendations/Details for Classroom Observation, pages 8-10
- Faculty Curriculum Liaison Assignment Agreement Form, pages 14-15
- Pre-Visit Questions Form, page 16
- Faculty Curriculum Liaison Classroom Observation Form, pages 17-18
- Suggested Activities for Professional Development, page 8
- Summary of Discipline-specific Training Provided to New CHS Associate Faculty Form, pages 19-20
- Summary of Discipline-specific Training Provided to All CHS Associate Faculty Form, page 21

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 College CHS Handbook and understand the requirements of this assignment.

Faculty Curriculum Liaison

Date

KEEP FOR
REFERENCE



EDMONDS COLLEGE
COLLEGE IN THE
HIGH SCHOOL

**College in the High School (CHS) Faculty Curriculum Liaison
2021-2022 Assignment Agreement**

CHS Faculty Curriculum Liaison: _____

The CHS Faculty Curriculum 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 College CHS Handbook.

The primary responsibility of the CHS Faculty Curriculum 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. Additionally, this position advocates for both the CHS Associate Faculty and the sponsoring Edmonds College academic department.

I have received a copy of the Edmonds College CHS Handbook and understand the requirements of this assignment. Specific tasks are identified in the CHS Handbook:

- Faculty Curriculum Liaison Verification Form, page 13
- Responsibilities of CHS Edmonds College Faculty Curriculum Liaison, pages 7-10
- Recommendations/Details for Classroom Observation, pages 8-10
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- Pre-Visit Questions Form, page 16
- Faculty Curriculum Liaison Classroom Observation Form, pages 17-18
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- Summary of Discipline-specific Training Provided to New CHS Associate Faculty Form, pages 19-20
- Summary of Discipline-specific Training Provided to All CHS Associate Faculty Form, page 21

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.

Faculty Curriculum Liaison

Date



Pre-Visit Questions

Name: _____ Date: _____

Class: _____

1. Briefly, what will be happening in the class I will observe?
2. What is your goal for the class? What do you hope students will gain from the session?
3. What do you expect students to be doing in class to reach stated goals?
4. What can I expect you to be doing? What role will you take? What teaching methods will you use?
5. What have students been asked to do to prepare for this session?
6. What was done in earlier sessions to lead up to this one?
7. Will this session be generally typical of your teaching? If not, what will be different?
8. Is there anything in particular that you would like me to focus on during the session? Or any instructions for what I should be doing (put myself on mute, video on or off).



Faculty Curriculum Liaison 2021-2022 Classroom Observation Form

For each classroom observation, please complete and submit this form to CHS Director. **Due no later than June 1, 2022.**

CHS Curriculum Liaison: _____

Date of Visit: _____ High School: _____

Course: _____ CHS Associate Faculty: _____

_____The CHS syllabus has been approved for this class

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

How does this course reflect the learning objectives of the same course on-campus, including the department's pedagogy, theory and philosophy?

How were rigor of assignments/assessments strategies and CHS Associate Faculty's evaluation of student work confirmed as equivalent to the on-campus course?

What feedback or recommendations were provided to the CHS Associate Faculty?

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

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

CHS Faculty Curriculum Liaison

CHS Associate Faculty



Summary of Discipline-specific Training 2021-2022
Provided to New CHS Associate Faculty Prior to Beginning Instruction

CHS Faculty Curriculum Liaison: _____

New CHS Associate Faculty: _____

CHS Course: _____ **First Offered:** _____

Date(s) of Activity: _____

Describe the orientation provided to the new CHS Associate Faculty regarding the department's pedagogy, theory and philosophy:

Describe the discussion regarding the department/college's definition of "academic freedom" and what variations are permitted:

Describe the discussion of how the department determined the Learning Outcomes for this course and how any changes will be communicated:

List materials provided and discussion about how they could be used (i.e. standard course syllabus; copy of current college textbook(s); resources including websites or CANVAS access; sample of assignments, quizzes, exams):

Describe training provided regarding the department's expectation of rigor for student assignments and assessment strategies:

Describe the orientation regarding the department's approach to discipline, class participation, and differences that might exist between CHS and on-campus delivery/services/resources:

Describe the discussion about how the CHS Associate Faculty and the department can build a positive relationship of inclusion, support and communication:

List any suggestions for additional professional development:

Return this form to CHS Director prior to the start of the first quarter the CHS course is be offered.



**Summary of Discipline-specific Professional Development
Provided to All CHS Associate Faculty 2021-2022**

CHS Faculty Curriculum Liaison: _____

Names of Participating CHS Associate Faculty:

_____	_____
_____	_____
_____	_____

Title of Activity: _____

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

Description of Activity (agenda, format, delivery method, frequency, how it deferred from the new instructor training):

Intended Learning Outcomes/Goals of the Activity:

Reported Requests for Additional Professional Development:

(Return this form to CHS Director as activities are completed or by **June 1, 2022** as a year-end summary.)

SIGN & RETURN TO CHS



EDMONDS COLLEGE
COLLEGE IN THE
HIGH SCHOOL

**College in the High School (CHS) Associate Faculty
2021-2022 Assignment Agreement**

CHS Associate Faculty: _____

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

Students will have the option to enroll for college credit:

First Semester for _____ Second Semester for _____

I have received a copy of the Edmonds College CHS Handbook and understand the requirements of this assignment:

- Responsibilities of CHS Associate Faculty, pages 10-11
- CHS Associate Faculty Assignment Agreement Form, pages 22-23
- Recommendations/Details for Classroom Observation, pages 8-10
- Pre-Visit Questions Form, page 16
- Faculty Coordinator/Liaison Classroom Observation Form, pages 17-18
- Suggested for Professional Development, page 8
- Summary of Discipline-specific Training Provided to New CHS Associate Faculty, pages 19-20
- Summary of Discipline-specific Professional Development Provided to All CHS Associate Faculty Form, page 21
- End-of-course Questionnaire Form, page 24

_____ will be working with me as Faculty Curriculum 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 College CHS Handbook. The primary responsibility of the CHS Faculty Curriculum 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 Curriculum Liaison.

Associate Faculty

Date

KEEP FOR REFERENCE



EDMONDS COLLEGE
COLLEGE IN THE
HIGH SCHOOL

**College in the High School (CHS) Associate Faculty
2021-2022 Assignment Agreement**

CHS Associate Faculty: _____

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

Students will have the option to enroll for college credit:

First Semester for _____ Second Semester for _____

I have received a copy of the Edmonds College CHS Handbook and understand the requirements of this
assignment:

- Responsibilities of CHS Associate Faculty, pages 10-11
- CHS Associate Faculty Assignment Agreement Form, pages 22-23
- Recommendations/Details for Classroom Observation, pages 8-10
- Pre-Visit Questions Form, page 16
- Faculty Coordinator/Liaison Classroom Observation Form, pages 17-18
- Suggested for Professional Development, page 8
- Summary of Discipline-specific Training Provided to New CHS Associate Faculty, pages 19-20
- Summary of Discipline-specific Professional Development Provided to All CHS Associate Faculty Form, page 21
- End-of-course Questionnaire Form, page 24

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Associate Faculty

Date



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