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The College in the High School [CHS] Program is designed to award Edmonds College [EC] 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 EC academic departments and high schools, CHS is a self-support program of the Instruction Division and is administered by the EC 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.

Winter 2022 Coordinators:

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Contact College in the High School at Edmonds College: chs@edmonds.edu to begin the process. The appropriate EC 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 EC 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 EC 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 EC. 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 EC 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 EC 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 EC 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 EC’s Human Resources [HR], Payroll and Information Technology departments.

EC 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 the school year. Additionally, the EC 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 semester of instruction during his/her initial year of appointment. Thereafter, there will be an annual classroom visit. EC 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 EC 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, EC 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 EC students completing the CHS Application Forms, 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 EC English or Math Alternate Placement Rubric. The placement exam will be coordinated with the EC Testing Center and administered by an approved proctor at each high school and, if possible, on one Saturday on the EC main campus. 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 EC Faculty Coordinator/Liaison. In these cases, the college department head must grant approval prior to students 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 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 Director will provide registrations to Enrollment Services for processing 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 EC 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 EC 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 EC 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 EC Faculty Coordinator/Liaison who will also provide assistance with 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 EC student transcript. The CHS Associate Faculty will clearly communicate to students if different grading criteria will be used for CHS and high school courses.

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

Partial tuition scholarships may be available to Edmonds School District students depending upon funding from the Edmonds School Foundation. Coordination will be with the high school counselor[s] and the CHS Director. A partial 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 any designated eligibility requirements are met. Students who are approved for a partial tuition 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, EC 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].

IV. DIVISION OF RESPONSIBILITIES

A. EC Academic Dean

- ✓ Reviews the high school teacher's application packet.
- ✓ As needed, consults with the high school principal and interviews qualified applicants.
- ✓ Notifies CHS Director of selection or non-selection.
- ✓ Determines EC 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-term student course evaluation/questionnaire.
- ✓ Participates in the resolution of any concerns over the quality of instruction provided by CHS Associate Faculty as outlined in the CHS Program Handbook [#8, page 13].
- ✓ Responsibilities may be reassigned to the EC Department Head as needed.



B. CHS Director/CHS Staff

- ✓ Ensures that the EC 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 an annual updated EC CHS Handbook.
- ✓ 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 it to the appropriate Dean.
- ✓ Notifies principal and applicant of selection or non-selection as Associate Faculty for the CHS program.
- ✓ Prepares and secures signed Inter-local 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 EC 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 EC Faculty Coordinator/Liaison.
- ✓ Completes Class Add Forms to get CHS courses into the EC registration system.
- ✓ Meets with CHS Associate Faculty to arrange for class visit and delivery of registration packets which will include a student letter describing CHS, its processes/deadlines, contact information for clarifications, the EC CHS Application and registration/payment forms, and a postage paid addressed envelope.
- ✓ Ensures that CHS Associate Faculty have and submit all necessary EC HR/Payroll paperwork as well as grading deadlines, instructions for any necessary placement exam including proctor approval process, and retrieving student records from EC website.
- ✓ 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 EC 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 partial tuition scholarships of expectations regarding registration/payment and progress in course.
- ✓ Directs the receipt of CHS admission and registration forms and payments to the appropriate EC department for processing.
- ✓ Coordinates with Enrollment Services regarding class registration forms including problem-solving.
- ✓ Coordinates with the Cashiers Office regarding student payments and scholarships including problem-solving.
- ✓ Notifies CHS Associate Faculty and high school registrar of any students who have 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 Tech Prep] working with high school students.
- ✓ Provides CHS Associate Faculty and high school counselor lead contacts/registrars with class rosters including problem-solving.
- ✓ 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 EC CHS program.



- ✓ Tracks receipt of CHS syllabi, grades and CHS Associate Faculty's classroom observation by the EC 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 necessary paperwork for CHS Associate Faculty to be paid the appropriate stipend.
- ✓ Processes stipend for EC Faculty Coordinator/Liaison and cost transfer to academic departments for professional development as appropriate.
- ✓ Provides CHS reports as needed including the Edmonds College/Edmonds School District Articulation Council.
- ✓ Oversees the required/recommended end-of-term student course evaluations/questionnaires as described in Chapter 392-725 WAC and NACEP standards.
- ✓ Provides distribution of summary end-of-term student course evaluations/questionnaires to Deans and CHS Associate Faculty as outlined in the CHS Program 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-term student course evaluations/questionnaires.
- ✓ Providing follow-up information to CHS students about transferring course credits.
- ✓ Contact 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.

C. EC 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 EC 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 EC 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, EC 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 EC, areas of study relevant to the course, and answering any questions students may have about EC 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 EC 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 EC academic community.
- ✓ Providing the CHS Director with a summary of the professional development engagement with CHS Associate Faculty.

Suggested Professional Development Activities:

- o Invite Associate Faculty to EC department meetings or professional development opportunities offered by the college or academic departments.
- o Share information from workshops/seminars attended.
- o 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].
- o Exchange activities [labs, assignments] used in campus classrooms/labs.
- o Provide an invitation to attend specific labs or lectures on campus.
- o Share sample exams.
- o Review of paired assessment instruments and norming of student exams/assignments.
- o Exchange samples of student exams, writing and assignments to calibrate grading including discussion of observations.
- o Jointly address students regarding careers in the field.



- o Provide new information on syllabus design, note-taking strategies, and classroom discussions.
- o Provide supplemental texts and resources.
- o Conduct discussion of AP vs CHS [AP are content/fact driven vs CHS classes are analyzing, evaluating—higher level of Bloom’s Taxonomy].
- o Collaborate/discuss topics that give students the most trouble including effective outcome-based methodologies.
- o 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.
- o 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 the classroom session.
- Any points brought up pre-visit.
- Any comments recorded on the classroom observation form.
- Professional development and document 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, they may need to teach additional curriculum 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" scheduled 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 EC 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 EC 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-term student course evaluation/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] Check List

- ✓ Signs the CHS Associate Faculty Assignment Agreement verifying the responsibilities of this position.
- ✓ Attends the annual CHS Associated Faculty Orientation/Department Meeting.
- ✓ Meets with EC 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 textbooks, 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:
 - o Title of course which should include “College in the High School” and the course title and number that matches the college course;
 - o Name of the high school and CHS Associate Faculty;
 - o A course description that exactly matches that of the college course;
 - o Course expectations and learning objectives that match those at the college;
 - o 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;
 - o A decimal grading scale and expectations that are the same as the college;
 - o A statement notifying the CHS students that the final decimal grade for the course will be recorded on their permanent college transcript;
 - o A statement about academic integrity, student rights and responsibilities, FERPA and important CHS dates; and
 - o 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 EC academic department, the Faculty Coordinator/Liaison will forward these changes to the CHS Associate Faculty for inclusion in an updated syllabus.]
- ✓ Arranges a classroom visit with CHS Director for distribution of 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 EC appropriate paperwork to CHS Director so that EC 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 EC Testing Center; assurances will be provided regarding the security of offsite testing prior to the approved proctor being given the online placement exam password.
- ✓ Coordinates with CHS Director regarding distribution/collection of Student Letter for first time EC students including CHS Application Form by established due date [generally 7-10 days prior to the placement exam date] so that college staff can enter new students into the college system.
- ✓ Discusses placement scores with EC 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 EC 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 EC 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-term student course evaluations/questionnaires per the college's policies and procedures.



Contact Information:

Winter 2022 Coordinators:

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OR
- Travis Nelson : email to travis.nelson@edmonds.edu

- Sample Forms for CHS Handbook
- CHS Faculty Coordinator/Liaison Verification Form
- CHS Faculty Coordinator/Liaison Assignment Agreement 2021-22 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 2021-22 Form
- Responsibilities of CHS Associate Faculty



Faculty Coordinator/Liaison Verification Form

SIGN AND RETURN TO CHS OFFICE

I, Edmonds 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

Dept. Coordinator/Liaison Signature

Date



College in the High School [CHS] Faculty Coordinator/Liaison Assignment Agreement 2021-22

SIGN AND RETURN TO CHS OFFICE

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 EC 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 EC CHS Handbook and understand the requirements of this assignment.

Faculty Coordinator/Liaison	Date
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- Attachments:
- Faculty Coordinator/Liaison Verification Form
 - Faculty Coordinator/Liaison Assignment Agreement Form
 - Responsibilities of CHS EC 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



College in the High School [CHS] Faculty Coordinator/Liaison Assignment Agreement 2021-22

KEEP FOR REFERENCE

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 EC 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 EC 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 EC 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 EC 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, EC 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 EC, areas of study relevant to the course, and answering any questions students may have about EC 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 the CHS Director including concerns observed during classroom visits.
- ✓ Meeting with the EC 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 EC 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 the classroom session.
- Any points brought up pre-visit.
- Any comments recorded on the classroom observation form.
- Professional development and document 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, they may need to teach additional curriculum 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 EC 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 EC 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-term student course evaluation/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 EC 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 EC 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

- o Invite Associate Faculty to EC department meetings or professional development opportunities offered by the college/departments to on campus faculty.
- o Share information from workshops/seminars attended.
- o 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].
- o Exchange activities [labs, assignments] used in campus classrooms/labs.
- o Provide an invitation to attend specific labs or lectures on campus.
- o Share sample exams.
- o Review of paired assessment instruments and norming of student exams/assignments.
- o Exchange samples of student exams, writing and assignments to calibrate grading including discussion of observations.
- o Jointly address students regarding careers in the field.
- o Provide new information on syllabus design, note-taking strategies, and classroom discussions.
- o Provide supplemental texts and resources.
- o Conduct discussion of AP vs CHS [AP are content/fact driven vs CHS classes are analyzing, evaluating--higher level of Bloom's Taxonomy].
- o Collaborate/discuss topics that give students the most trouble including effective outcome-based methodologies.
- o 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.
- o Create and regularly monitor an online discipline-specific discussion forum for CHS Associate Faculty.



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
as a year-end summary.]



College in the High School [CHS] Associate Faculty

Assignment Agreement 2021-22

SIGN AND RETURN TO CHS OFFICE

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 you 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 EC 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 EC 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



College in the High School [CHS] Associate Faculty

Assignment Agreement 2021-22

KEEP FOR REFERENCE

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 you 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 EC 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 outlined 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 EC 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



Responsibilities of CHS Associate Faculty Checklist

- ✓ Signs the CHS Associate Faculty Assignment Agreement verifying the responsibilities of this position.
- ✓ Attends the annual CHS Associated Faculty Orientation/Department Meeting.
- ✓ Meets with EC 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:
 - o Title of course which should include “College in the High School” and the course title and number that matches the college course;
 - o Name of the high school and CHS Associate Faculty;
 - o A course description that exactly matches that of the college course;
 - o Course expectations and learning objectives that match those at the college;
 - o 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;
 - o A decimal grading scale and expectations that are the same as the college;
 - o A statement notifying the CHS students that the final decimal grade for the course will be recorded on their permanent college transcript;
 - o A statement about academic integrity, student rights and responsibilities, FERPA and important CHS dates; and
 - o 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 EC academic department, the Faculty Coordinator/Liaison will forward these changes to the CHS Associate Faculty for inclusion in an updated syllabus.]
- ✓ Arranges a classroom visit with CHS Director for distribution of 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 EC appropriate paperwork to CHS Director so that EC 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 EC Testing Center; assurances will be provided regarding the security of offsite testing prior to the approved proctor being given the online placement exam password.
- ✓ Coordinates with CHS Director regarding distribution/collection of Student Letter for first time EC students including CHS Application Form by established due date [generally 7-10 days prior to the placement exam date] so that college staff can enter new students into the college system.
- ✓ Discusses placement scores with EC 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 EC 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 EC 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-term student course evaluations/questionnaires per the college's policies and 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 EC 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 EC-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