Cascadia in the High School
2018-19

Teacher Handbook

Student Learning Office
CIHS@cascadia.edu

Student Learning
Cascadia College

www.cascadia.edu
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Welcome to Cascadia in the High School (CIHS)!

Also commonly referred to as College in the High School, CIHS is a popular dual enrollment program that allows high school students the opportunity to earn college credits by registering for specific courses at their school. CIHS courses are rigorous college level courses taught by an instructor that has been approved by the college. CIHS represents a partnership between Cascadia and your district/high school but the actions required to carry out this program rest largely with our excellent teachers. Our goal at the college is to ensure that you have the resources and support needed to meet program expectations and answer questions posed by your students and their families. We hope that the information provided in this manual is helpful. Please help us to make it better every year by offering suggestions and new content.

Student Benefits of CIHS

For those students who are ready and capable of doing college level work, CIHS is an opportunity to get a head start earning college credit. We encourage participating instructors to speak with their students about the benefits of CIHS enrollment. Specific benefits include:

- College credit: Students completing a CIHS course will have a Cascadia transcript generated as evidence of their participation and credit. The credits earned through CIHS are transferable to all public community colleges, public universities and most private institutions in Washington.

  Although CIHS credits are generally accepted at most institutions, if you are planning to attend a private college/university or attend out of the state, we strongly recommend that you contact that institution about their policy ahead of time.

- Financial Savings: The registration fee per CIHS class is significantly less than the cost of regular community college tuition. The 2018-19 fee is $195 for a five (5)-credit course which is more than 60% less than Cascadia’s current tuition rate.

- Convenience: Some high schools students find it challenging to leave their high school campus and participate in programs like Running Start. CIHS allows students to earn college credit without leaving your high school’s campus.
Merit: CIHS programs award credit for the successful completion of the course rather than relying on a single, high stakes test at the end of the year.

Student Registration (DualEnroll.com)

Cascadia uses an online system to manage CIHS student registration and enrollment. The system is called dualenroll.com and it can be accessed via the web or any mobile device providing your students with the access to register from anywhere. Student registrations require the approval of the instructor, a parent/guardian, and the college.

Prior to registration, there will be an online training for CIHS instructors hosted by dualenroll.com staff. The training is designed to help them learn how to navigate the system and help students register; it is typically recorded and made available for listening at your convenience. The week prior to registration, you will be provided with a student handout containing specific instructions for students on how to register.

Placement Testing Information

NACEP and WA. State guidelines require CIHS classes to maintain the same course pre-requisites as courses taught on the main campus. Cascadia utilizes multiple measures for student placement including High School transcripts and Smart Balanced Assessment scores.

For those classes that list placement testing as option, Cascadia uses Accuplacer, which carries a fee of $17. Students should be advised to visit campus when they can allow at least two hours for testing. Wednesdays (early dismissal) have been a popular time. More information can be found here on the college website.

Teacher Benefits

Cascadia is excited to be working in partnership with high school teachers to create this dual credit opportunity for students. Our goal is to ensure that you have the information and support necessary to succeed in this role. We also hope that you, individually, find the collaboration with
our faculty to have a positive and impactful benefit to your work as an educator. Previous instructors have shared the following as benefits of their participation:

“Collaborating with (my) faculty liaison and understanding the skills college students need to have.”

“Providing me with the autonomy and respect/trust necessary for me to design a true college-level course based on my own strengths and collaboration with college faculty, rather than on a curriculum dictated by forces at the national or state level.”

“Making me more attentive to the rigor that I am providing to my students.”

“Working with my college colleagues and getting feedback on my own work.”

“Made me think more about my pedagogy.”

“More tools with which to reach students and challenge them.”

Program Expectations for CIHS Instructors

CIHS courses must reflect the pedagogical, theoretical and philosophical orientation of the courses taught on our main campus. Subsequently, the success of our CIHS program depends largely on the involvement and efforts of our high school instructors. College staff and your liaison faculty are here to address any questions or concerns that may develop.

The program is governed by an agreement with the school district that is renewed annually. Below is the list of expectations for CIHS instructors from the agreement. There is more detailed information provided in this handbook about the items that are highlighted.

- Complete employment paperwork (W9, etc.)
- Attend a new instructor orientation with the program administrator.
- Attend the mandatory spring meeting (April 18th, 2019).
- Attend and/or participate in the discipline specific professional development meeting or activity.
Communicate CIHS program information to students, including the benefits of dual credit to students/parents.

Communicate prerequisite/placement score requirements when applicable.

Remind students of CIHS program deadlines.

Assist students with online registration using the dualenroll.com website.

Verify class roster and notify college of any discrepancies.

Respond to email/voice mails from college staff and faculty liaisons.

Notify the college of any address changes.

Post grades using the instructor briefcase at the end of each course.

Upon request, provide the college with the following:

- Course outline, learning objectives and syllabus.
- Textbook and supplementary teaching materials.
- Sample assessment criteria and tools (e.g. papers, portfolios, quizzes, exams, labs, etc.)
- Evidence that courses reflect the pedagogical, theoretical and philosophical orientation of Cascadia disciplines.
- Grading criteria and standards – sample of graded assessments.

Schedule teaching observation/site visit with faculty liaison annually.

Assign a student or staff to administer the CIE (Course Instructor Evaluation) at the end of the term and ensure surveys are returned to the college.

Participate in program review or accreditation committees upon request.

Classroom Observations and Site Visits

CIHS instructors are expected to meet with their liaison faculty annually. The purpose of these visits is to document that CIHS courses reflect pedagogical, theoretical and philosophical orientation of the courses taught on our main campus. Classroom observations must be scheduled the first year you teach in the program, and then follow the regular college schedule of every third year. Faculty liaisons may request an observation during off years if there has been a curriculum change or a new assessment required. CIHS instructors are also able to request an
observation if they simply want additional feedback. The CIHS Program Administrator will maintain a spreadsheet updated annually to document when observations occur and when they are needed.

During off years in which an observation is not required, instructors and their faculty liaison are still required to meet and document that encounter using the Site Visit form (Appendix E) to be completed by the faculty liaison.

Classroom Observations – What to Expect

Observations are scheduled in advance; you can expect to be contacted by your faculty liaison in the fall about scheduling a date for your classroom observation. Try to identify a date/session in which you will be teaching to one of the course learning outcomes. If you are due for an observation and it has not been scheduled by the beginning of December, please notify the CIHS Program Administrator for assistance.

The faculty liaison should send you the observation form (Appendix D) ahead of time, complete the top portion of the form by indicating your intended activities and outcomes for the class session. Then return the form to your liaison faculty prior to the observation date. It is the faculty liaisons responsibility to complete the observation form and review it with you. A signature is required by both individuals.

Course Instructor Evaluations (CIE’s)

All Cascadia courses, including CIHS courses, are required to complete a Course Instructor Evaluation at the end of the term. These paper surveys will be delivered to your high school mailbox with instructions on how to administer and return them to the college. After the term, the Institutional Research office will send you a summary report for review.

Discipline Specific Professional Development

CIHS programs must provide annual discipline specific professional development activities (at least annually) led by or approved by college faculty. The intent behind this requirement is to
encourage ongoing collegial interaction that will further enhance an instructors’ pedagogy and breadth of knowledge in the discipline. It is also a recognized best practice in dual-credit programs. The activity must be documented and submitted to the CIHS Program Administrator before the end of the school year (June 1st) using the correct form (Appendix F). It is the faculty liaisons responsibility to complete and return the activity form. The activity form also contains a list of suggested activities that might provide ideas or a more specific activity you could discuss with your liaison faculty.

**Annual CIHS Meeting**

All CIHS Instructors are required to attend an annual all CIHS meeting on campus. Please reserve the morning (8 am to 10:30 am) of Thursday, April 18th 2019 for this year’s meeting. Your high school will be reimbursed a ½-day sub for your participation. This meeting is an opportunity to review and discuss program changes, and problem solve any challenges you have experienced. This meeting will also contain dedicated planning time for you and your liaison faculty for the following year.

If you cannot attend the meeting, please contact the CIHS Program Administrator (etingelstad@cascadia.edu) to discuss your reason and determine how you will be responsible for the information covered at the meeting. Cascadia needs to ensure a close and collaborative relationship with CIHS instructors, failure to attend consecutive years will result in a corrective action plan.

**Evidence of Assessment**

CIHS programs must demonstrate an equivalent level of rigor between CIHS courses and those being taught on the main campus. This expectation is met in the following ways:

- Each year, CIHS instructors will collaborate with their faculty liaison to identify and submit an assessment (assignment/rubric/exam) paired with an assessment from a course taught on Cascadia’s main campus. The paired assessments should provide evidence of equivalent rigor between sections.
• CIHS instructors are required to submit a Cascadia syllabus for the course containing the essential elements identified in Appendix B. This specifically includes:
  o Assessment requirements
  o Course description
  o Grading standards
• CIHS instructors are required to attend the annual CIHS spring meeting, which includes articulation conversations with college faculty related to syllabi, assessment methodology, changes to learning outcomes, grading standards and other topics.

Teacher Compensation

CIHS instructors are compensated for their work at the end of the term after grades have been submitted. CIHS instructors receive a stipend of $30 for each graded student. Fall Semester courses are paid by February 25th while Spring semester and year-long course are paid by July 10th. If you are a continuing instructor and have changed your address, the college requires an updated W9 for its records.

Instructor Non-Compliance

Continuation with the CIHS program is not guaranteed. NACEP/WA guidelines require all CIHS programs to have a corrective action plan (Appendix C) in place to address the possibility of an instructor not meeting program expectations (see list above). Either the faculty liaison or CIHS Program Administrator/Dean can initiate a corrective action plan resulting in the following process:
Step 1. The CIHS Program Administrator contacts the instructor regarding the nature of the issue.
Step 2. A corrective action plan, including timeframe, will be established and if necessary, shared with the high school administrator at their campus.
Step 3. At the end of the corrective action plan timeframe, the CIHS Program Administrator will follow up with those individuals identified in the plan to confirm that the issues have been resolved.
If the concerns identified in the corrective action plan have not been resolved by the agreed upon time frame, the instructor will be suspended until the issue is addressed.

**Student Teachers/Long Term Substitutes are prohibited**

CIHS instructors have been individually approved to teach CIHS courses by the Cascadia faculty and administration. A CIHS course taught by a student teacher is not eligible for college credit because student teachers have not been approved and are not eligible to teach CIHS courses. Similarly, if a long-term substitute is required, the college should be notified immediately so we can work with the high school to identify a solution.

**Grading Procedures**

CIHS instructors must follow the grading scale found in the Cascadia Catalog. This may differ slightly from the grading at your high school resulting in a different grade on the Cascadia transcript from the one entered on the high school transcript. For full-year classes the two semester grades should be averaged to calculate the one college grade unless noted otherwise on the syllabus.

Cascadia uses a numerical grading system. Instructors may report grades from 4.0 to 1.0 in 0.1 increments. Grades in the range of 0.1 to 0.9 are not allowed. A 0.0 is assigned for failing work and no credit hours are earned. Credit is awarded for decimal grades of 1.0 or higher. If the course is part of a sequence or a prerequisite for another course, a 2.0 is typically required to move forward. The table below outlines the basic relationship between grades on a 4.0 scale and the letter grades used at Cascadia and other educational institutions.

**Cascadia Grade Scale**

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<td>4.0 – 3.8</td>
<td>A Excellent</td>
<td>1.8 – 1.5</td>
<td>C-</td>
</tr>
<tr>
<td>Decimal Grade</td>
<td>Letter Grade</td>
<td>Decimal Grade</td>
<td>Letter Grade</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>3.7 – 3.5</td>
<td>A -</td>
<td>1.4 – 1.2</td>
<td>D+</td>
</tr>
<tr>
<td>3.4 – 3.2</td>
<td>B+</td>
<td>1.1 – 1.0</td>
<td>D Below Average</td>
</tr>
<tr>
<td>3.1 – 2.9</td>
<td>B Very Good</td>
<td>1.0 is the lowest transferable grade in the DTA</td>
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</tr>
<tr>
<td>2.8 – 2.5</td>
<td>B-</td>
<td>1.0 is the lowest transferable grade in the DTA</td>
<td>1.0 is the lowest transferable grade in the DTA</td>
</tr>
<tr>
<td>2.4 – 2.2</td>
<td>C+</td>
<td>1.0 is the lowest transferable grade in the DTA</td>
<td>1.0 is the lowest transferable grade in the DTA</td>
</tr>
<tr>
<td>2.1 – 1.9</td>
<td>C Average</td>
<td>0.0</td>
<td>F Failing</td>
</tr>
</tbody>
</table>

**Entering Student Grades Using the Instructor Briefcase**

CIHS instructors enter student grades online using the Cascadia Instructor Briefcase.

**Step #1**  
Login - Enter the following information:

- Instructor ID: 960******* (See the Program Administrator for your ID # and Pin)
- Pin #
- Select Quarter (Fall 2018 for Fall and year-long courses; Spring 2019 for Spring Semester courses).

**Step #2:**  
From the menu on the left – click on the Grade Roster hyperlink.

**Step #3:**  
Go to the Decimal Grade Column and enter a decimal grade for each student on your roster. If you notice a discrepancy with your student roster please contact the Program Administrator immediately.

**Step #4:**  
After entering a decimal grade for each of CIHS student – click the “submit” button at the bottom of the roster.

*Grade Changes*
If there is a situation in which you need to change a previously entered grade, please notify the Program Administrator of the circumstances and request a Cascadia Grade Change Form. Once completed, the form will be sent to the Enrollment Services department to process the request.

**Academic Dishonesty**

Your Cascadia syllabus should include a statement about your class policy regarding plagiarism/academic dishonesty and how you intend to handle it should a situation arise. The Syllabus Learning Agreement portion of your syllabi has a section premade for you to customize. Instructors are expected to follow their stated classroom policy and, if warranted, submit an Academic Dishonesty Form (Appendix H) to the college. Please notify the CIHS Program Administrator if you plan to submit an Academic Dishonesty Form.

**Access to UW-Bothell Library**

Cascadia College is collocated with the University of Washington – Bothell. As part of the shared campus, Cascadia utilizes the University of Washington Library Services. Any member of the public may access most physical resources on-site AND access most electronic resources via the Guest Research Stations in the Information Commons on the Library 1st Floor. Borrowing materials or accessing electronic resources off campus requires a UW Net ID. If your faculty liaison has determined that this is an established need for your course, please contact the CIHS program administrator at the beginning of the year.

**FERPA**

The Family Educational Rights to Privacy Act (FERPA) refers to a Federal law that protects the privacy of student’s educational records.

Students may elect to complete a **Release of Information Form** available online. (Note: This form must be submitted in-person with photo identification at Front Counter in Kodiak Corner.)
If a student is attending a postsecondary institution - at any age - the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both, a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is under 18, the parents still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school. For more information visit FERPA website.

Tips for Successful CIHS Instructors

- Set aside dedicated time to assist your students with registration – consider requesting a counselor at your high school for assistance.
- Encourage students to complete Course Instructor Evaluations at the end of the term.
- Call or email the CIHS Program Administrator if you have questions or concerns.
- Attend the annual CIHS meeting April 18th, 2019.
- Complete the instructor survey in May – your feedback is important to us.
- Collaborate and communicate regularly with your liaison faculty – schedule observations and meetings, match syllabi and assessments between courses, discuss your CIE results and ask questions.

Transcripts

Transcripts are typically available 48 hours after grades have been submitted. Information about how to request official and unofficial copies of transcripts can be found on the Cascadia website. There is also a handout (Appendix G) that you can distribute to your students.

Program Contact Information

As an instructor in our CIHS program, we encourage you to ask questions early and often. Programmatic questions can be sent to the program administrator. Discipline or pedagogical questions should be directed to your faculty liaison.

CIHS Program Administrator
Erik Tinglestad  
Dean for Student Learning  
425-352-8277  
etingelstad@cascadia.edu

Ana Benitez  
Administrative Assistant  
425-352-8434  
abenitez@cascadia.edu

*Please refer students, parents or general inquiries to CIHS@cascadia.edu, which is checked daily.

Cascadia’s Non-Discrimination Policy

Cascadia is committed to creating a supportive environment for a diverse student, faculty, and staff population. Individual differences are celebrated in a pluralistic community of learners.

Cascadia does not discriminate on the basis of race, color, religion, gender and/or sex, sexual orientation, national origin, citizenship status, age, marital or veteran status, or the presence of any sensory, mental or physical disability, or genetic information, and is prohibited from discrimination in such a manner by college policy and state and federal law.

The following office has been designated to handle inquiries regarding non-discrimination policies and can direct inquiries to the appropriate office for ADA-related requests:

Executive Director of Human Resources  
Cascadia College  
18345 Campus Way NE, CC2-280  
Bothell, WA 98011  
Phone: 425.352.8880
APPENDICES

Appendix A: How to Use the Course Outcome Guide (COG)

How to Use the Course Outcome Guide

Every Cascadia course has a Course Outcome Guide (COG). Think of the COG as a blueprint—it provides the basic plan or structure for your class regardless of modality. Within that structure, you can be as creative as you would like. In fact, Cascadia encourages purposeful creativity and experimentation in helping students meet the course outcomes.

This document will lead you through the COG, offering tips on how to use it when developing your class. The ASTR&101 Intro to Astronomy COG is used for purposes of illustration. Note: the ampersand in the course number indicates that the course utilizes a common course number that is used at all public colleges and universities in Washington State.

The COG
The COG is a document that is not only used to guide the structure of a class, but is used as a compliance and accreditation document. As such, there is some information on the COG that is required on the syllabus and must be copied verbatim.

Required Information:

- Course ID
- Course Title
- Prerequisite
- Course Description
- Course Outcomes

Some faculty include the designations and distribution area requirements that the course meets, but this is optional.

Using the COG

In this section, we will look at the individual sections of the COG and provide suggestions for how to use it during course development.

Prerequisites

It is critical that you understand what knowledge and skills students will have from the prerequisites when they enroll in your course. To this end, we recommend that you familiarize yourself with the course outcomes for the prerequisite courses. All COGs are available on the college intranet; you should have received one for your course by the CIHS program administrator or your faculty liaison. For behavioral Social Science classes there is an information literacy heuristic that can help you understand the prerequisites; this heuristic may help faculty outside of the behavioral social sciences as well. Knowing what skills you can expect the students to have should help you develop assessments/assignments suitable to student skill levels or provide you the appropriate platform from which to build new skills. If there is something, you want the students to do that requires a new skill be prepared to teach that skill yourself.

Course Description

Use the Course Description as a general guide to what the course should cover. Remember, the course description must be included verbatim in your syllabus. This an accreditation requirement.

Course Content, Topics and Themes

Every topic presented in the bulleted list must be covered during the quarter. How you cover, it is up to you. Some COGs may have options from which you can choose. Make sure you read carefully so that you
know what is required and what you can choose. Any accreditor should be able to take your syllabus, compare it to the COG, and have no question that you covered the required content, topics, and themes.

Course Outcomes
Use the outcomes as you decide how to present course content, develop activities, and design assignments because at the end of the quarter every student should meet all of the course outcomes. The entire course outcomes section (the complete bulleted list) must be included verbatim in your syllabus.

For ease of use, we recommend that you label each outcome, e.g., on the ASTR&101 COG the Learn Actively outcomes could be labeled L1, L2, L3, L4, L5, and L6. Think outcomes become T1, etc., Communicate, C1, etc., and Interact I1, etc. Then as you develop the course, you can use the labels to denote which outcomes are addressed by the activity, lecture, assignment, etc. Next, you may want to look at the content, topics, and themes list and note which ones are easily related to each outcome.

Once you have done this, sit down with assignments that you already use and evaluate them based on the course outcomes. Using the labels you created for each outcome, you could jot down which outcomes are met by the assignment. At the same time, it is handy to place a checkmark next to the outcome on the COG as a reminder that you have something designed to help students meet that outcome. When you are done evaluating your course you can then easily see if all of the outcomes are met by something students are doing in the class. This process should make it clear what outcomes are covered by what you are already doing in class and what you need to add. Anecdotally, some faculty reported that this process helped them to ensure 1) that they were in compliance with the requirement that all topics were covered and all outcomes could be met, and 2) that their assignments became more robust and clear when using the course outcomes as a framework.

We have found that students relate to the learning outcomes more readily if you include the outcomes that are addressed by the assignment in the assignment instructions.

Suggested/Required Assessment Methods and Measures
Each COG has a list of suggested assessment methods. These are usually general and it is up to you whether or not you use those methods. Some COGs have required assessment methods. If that is the case, then you must implement those assessment methods.

We recommend that you review syllabi developed by other faculty to see what kinds of assessment they are using in their classes. We encourage creativity and want you to make the class your own; however, please keep in mind that your class should not be so different that an accreditor would wonder if the
students are achieving the same outcomes. Be as creative as you would like within the framework of the COG.

If at any time you have questions about the COG or think that the COG needs revision, please contact your faculty liaison or the CIHS program administrator.
Appendix B: Syllabus Guidelines – Essential Elements for 2018-19

Creating your Cascadia Course Syllabus

A Cascadia specific syllabus is required for every CIHS course. First and foremost we want the students to have a clear understanding of the course content and that the course is for dual credit through Cascadia. Additionally, your CIHS syllabus is needed to satisfy programmatic reasons as well. Cascadia is required to maintain a record of syllabi for every course section taught. The Student Learning Office frequently receives requests from university credential evaluators to review specific course syllabi. Universities will use syllabi as a means of determining what type of credit to award and how much. Also, the OSPI dual credit review committee requires the college to submit examples of CIHS syllabi paired with syllabi from a course offered on campus. They are compared for consistency of information, assessment methods and standards of achievement.

The list below is intended to help ensure that you include all of the essential elements in your Cascadia syllabi. Most of the required elements you’ll find in the Course Outcome Guide (COG).

<table>
<thead>
<tr>
<th>Essential Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cascadia College—name or logo (copy embedded in this document)</td>
</tr>
<tr>
<td>Course name, prefix and number (from the COG)</td>
</tr>
<tr>
<td>Day, time and place of class meetings</td>
</tr>
<tr>
<td>Instructor name</td>
</tr>
<tr>
<td>Office location, office hours, phone/ email</td>
</tr>
<tr>
<td>Required text, supplies, and supplemental materials</td>
</tr>
<tr>
<td>Course Description and Prerequisites (from the COG)</td>
</tr>
<tr>
<td>Course specific learning outcomes – (from the COG)</td>
</tr>
<tr>
<td>Grading criteria/standards/scales (Grades must be reported using the Cascadia grading scale – see below)</td>
</tr>
<tr>
<td>Major assignments</td>
</tr>
<tr>
<td>Syllabus Learning Agreement (Copy and paste the section below at the end of your syllabi – be sure to update highlighted sections)</td>
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Grade Information

CIHS instructors must follow the grading scale found in the Cascadia Catalog. This may differ slightly from the grading at your high school resulting in a different grade on the Cascadia transcript from the one entered on the high school transcript. For full-year classes the two semester grades should be averaged to calculate the one college grade unless noted otherwise on the syllabus.
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<td>1.0 is the lowest transferable grade in the DTA</td>
</tr>
<tr>
<td>2.1 – 1.9</td>
<td>C Average</td>
<td>0.0</td>
<td>F Failing</td>
</tr>
</tbody>
</table>

**Cascadia College Syllabus Learning Agreement**

**Pluralism and Diversity**: Cascadia believes in pluralism, an intentional culture where everyone's history contributes to the collective success of our community. Cascadia is committed to creating a supportive environment for a diverse student, faculty, and staff population. Individual differences are celebrated in a pluralistic community of learners.

Cascadia does not discriminate on the basis of race, color, religion, gender and/or sex, sexual orientation, national origin, citizenship status, age, marital or veteran status, or the presence of any sensory, mental or physical disability, or genetic information, and is prohibited from discrimination in such a manner by college policy and state and federal law. The following office has been designated to handle inquiries regarding non-discrimination policies and can direct inquiries to the appropriate office for ADA-related requests: Marty Logan Director of Human Resources at mlogan@cascadia.edu.

**Title IX**: Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs or activities that receive Federal financial assistance. In compliance with Title IX, Cascadia is committed to providing an educational environment free from sexual harassment, including acts of sexual violence or sexual assault. The College is equally committed to ensuring that those who raise complaints or participate in the investigation and resolution of complaints are free from retaliation.
To raise a complaint or voice a concern with Cascadia's compliance with Title IX, contact Marty Logan, Director of Human Resources, at mlogan@cascadia.edu

**Academic Honesty:** The College regards acts of academic dishonesty, including such activities as plagiarism, cheating and/or violations of integrity in information technology, as very serious offenses. In the event that cheating, plagiarism or other forms of academic dishonesty are discovered, each incident will be handled as deemed appropriate. Care will be taken that students’ rights are not violated and that disciplinary procedures are instituted only in cases where documentation or other evidence of the offense(s) exists. A description of all such incidents shall be forwarded to the Student Conduct Officer, where a file of such occurrences is maintained. The Student Conduct Officer may institute action against a student according to the college’s disciplinary policies and procedures as described in the Student Handbook

**Student Rights and Responsibilities:** Cascadia is a student-centered college, operated to provide knowledge and skills for the achievement of learners’ academic, professional and personal goals. Inherent in the college’s mission are certain rights and freedoms needed for learning and personal development. Admission to Cascadia provides these rights to students, and also assumes that students accept the responsibility to conduct themselves in ways that do not interfere with the purposes of the college in providing education for all of its learners. For the complete policy, see the Student Code of Conduct in the Student Handbook

**The Bock Learning Center:** Requires your Cascadia Student ID# to support student success, The Learning Center, CC2-080, provides a range of academic student support services related to technology and tutoring. Tutors will work with students focusing on math concepts and writing assignments. Detailed information including hours and contact information for the Learning Center can be found at: Tutoring

**Online Tutoring and Writing Assistance:** Requires your Cascadia Student ID# Cascadia provides online access to live tutors in a variety of subjects, provided by the Western e-Tutoring Consortium. Tutoring is offered through live, interactive sessions and through an Essay Center. Many subjects have convenient tutoring hours late into the evening and seven days a week, depending on tutor availability; schedules are available online. To get started, visit etutoring.
Online Academic Advising: Requires your Cascadia Student ID#. Email advising is available at advising@cascadia.edu. Our distance advisor can answer most questions via email, but we do not schedule advising appointments via email.

Advising: Students should schedule an appointment to meet with an advisor to consult about classes and degrees, and to create a tentative education plan. They can call 425-352-8860 or come to the Kodiak Corner to make an appointment. Appointments are not made via email. At the time of the appointment, they need to indicate which degree they are pursuing. See the Cascadia website for information about Drop-In Advising hours.

Campus Closures and Inclement Weather: Information specific to your high school campus should be included.

Emergency Procedures: Information specific to your high school campus should be included.

Family Education Rights and Privacy Act (FERPA): Cascadia College complies with the Family Education Rights and Privacy Act (FERPA) of 1974 concerning the information that becomes a part of a student’s permanent educational record and governing the condition of its disclosure. Under FERPA, students are protected against improper disclosure of their records. See FERPA
Appendix C - Corrective Action Plan

1. *State the issue in specific and concrete terms. (e.g. syllabus did not contain required Cascadia course content)*

2. *What outcomes are required to resolve the issue (update and revise syllabus to include....)*

3. *Documentation required to satisfy that the outcome has been met? (revised syllabus)*

4. *Required completion date:*

*Cascadia Faculty Liaison or Dean:*

Name (print) _____________________ Sig______________________ Date______

*High School Instructor*

Name (print) _____________________ Sig______________________ Date______
Appendix D - Observation Form

This section is to be completed ahead of time, by the CIHS instructor who will be observed:

<table>
<thead>
<tr>
<th>Name of Faculty:</th>
<th>Date and Time of Class to be Observed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class:</th>
<th>Room:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

Objective for the class:
Click here to enter text.
Specific Student Learning Outcomes for the class (if any):
Click here to enter text.

The rest of this form is to be completed by the liaison faculty conducting the observation:

Name of Faculty Liaison Observing:

Summary of Class Session and Outcomes

Observations about Student Learning, Thinking, Communicating, and Interacting
Click here to enter text.

Observations about Instructional Design and Classroom Management
Clarity of Purpose. Click here to enter text.
Pace, Time Management, and Structure (Organization of Content, Materials, and Activities). Click here to enter text.
Classroom Environment: Atmosphere and Evidence of Classroom Community. Click here to enter text.

Response to Students (including responses to questions and disruptions).

Consistency with Cascadia on-campus course offerings
(If “Not Satisfactory” is circled, please complete submit a correction plan.)
Syllabi contains Cascadia course designation and learning outcomes  Satisfactory/Not Satisfactory

Text/course materials being utilized  Satisfactory/Not Satisfactory

Assignments have similar rigor/depth  Satisfactory/Not Satisfactory

Assessment of student work  Satisfactory/Not Satisfactory

Observation Summary

Strengths. Click here to enter text.

Questions/Suggestions. Click here to enter text.

Cascadia Faculty Liaison:

Name (print): ________________________ Signature ___________________________ Date ________

High School Instructor:

Name (print): _________________________ Signature ___________________________ Date ________
Appendix E – Site Visit Form

Site Visit Report

School:
Liaison Faculty:
Instructor:
Date of Visit:
Course:

<table>
<thead>
<tr>
<th>Needs improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course content consistent with on-campus sections.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabi contains Cascadia essential elements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments are consistent with those required on campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are assessed using similar methods as those on campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading is based on evaluation of course learning outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication with Cascadia faculty liaison</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

I am satisfied that Cascadia’s curriculum is being delivered successfully in this class:

☐ Yes ☐ No

Signature of Cascadia Faculty: ________________________________
Appendix F – Professional Development Activity Form

**CIHS - Professional Development Activity**

NACEP Standard F3 - CIHS programs must provide annual discipline specific professional development activities (at least annually) led by or approved by college faculty. A list of suggested activities is included on the backside of this handout.


Part 2. Please explain how the activity above enhances course-content and delivery knowledge and/or addresses research and development in the field. This description should include the format, delivery method, frequency.

Participating CIHS Instructors:

*Cascadia Faculty Liaison:*

Name (print): ________________________ Signature ___________________________ Date ________
Suggested activities include (but are not limited to) the following. The purpose of this NACEP standard is to encourage ongoing collegial interaction that will further enhance an instructors’ pedagogy and breadth of knowledge in the discipline.

- Exchange samples of student exams, writing and assignments to calibrate grading including discussion of observations.
- Attending a Cascadia discipline meeting or professional development activity
- Jointly address students regarding careers in the field.
- Provide new information on syllabus design, note-taking strategies, and classroom discussions.
- Provide supplemental texts and resources.
- Collaborate/discuss topics that give students the most trouble
- Ask about the instructors “favorite” assignment and provide opportunity for peer group discussion why the assignment is successful and how it meets learning objectives.
- Participation in a relevant TLA workshop
- Classroom (lab) activities exchange
- 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, curriculum design and applications, an article review, usefulness of pre/post quizzes for specific required topics).
- Share sample exams.
- Review of paired assessment instruments and norming of student exams/assignments.
- Review and discussion about a discipline specific article or research.
- HS teacher observe and debriefs a specific lab or class session on campus
- Collaboration on an activity or project used at both the HS and Cascadia
- Faculty and CIHS Instructor conversation around:
  - Syllabus design, assignment design or differences between AP/CiHS
  - Course content or assessment strategies
  - Emerging research in the field
  - Article review
  - Advanced Placement vs. CIHS
Cascadia in the High School

As a current or former Cascadia student, you can download an unofficial transcript or order an official transcript via the college website.

The following steps will guide you in getting your transcript/grades(s):

1. Go to Cascadia’s homepage at Cascadia Homepage
2. Select “Student Toolbox” from the top of the homepage
3. Scroll down to “Transcripts”
4. Select “Official Transcripts” or “Unofficial Transcripts.”
5. You will need your Student ID and Student PIN (your birth date) for example, January 1, 2009 would be 010109

If you don’t know your Student ID (SID) number:

Contact Enrollment Services with questions at 425-352-8860 or enrollment@cascadia.edu. You will be asked a series of questions to identify yourself then your SID will be given to you.