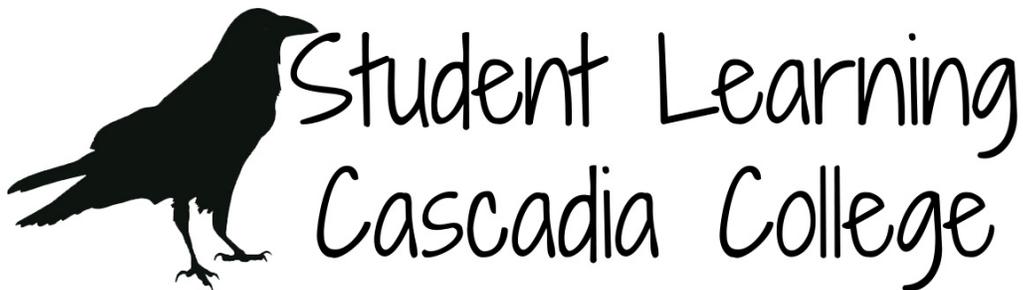


Cascadia in the High School
2022-23

Teacher Handbook

Student Learning Office

CIHS@cascadia.edu



www.cascadia.edu



Cascadia College – Our Identity

We strive for a place where ...

Every individual is supported and engaged in lifelong learning. (*Our vision*)

We do this through our mission ...

We are the community's college. We deliver accessible, equitable, and superior educational experiences to inspire every person to achieve their educational and career goals. (*Our mission*)

We stand for ...

Diversity, equity and inclusion; collaboration; access; success; innovation; environmental sustainability; global awareness; responsiveness; and creativity (*Our values*)

We teach students how to ...

Think creatively, critically, and reflectively

Learn actively

Interact in complex and diverse environments,

Communicate with clarity and originality. (*Our learning outcomes*)

We are committed to ...

Student access

Integrated education

A learning-centered environment

The assessment of student success

Institutional sustainability (*Our core themes*)



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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 2022-23 fee is \$215 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 Application and Registration Information

Student registration will be sent separately and covered at the all CIHS instructor meeting.

Satisfying Course Pre-requisites

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. If transcripts or SBA scores can not be used to place a student, then the alternative is Accuplacer, which carries a fee of \$17. Students are able to take the Accuplacer remotely but there is limited space on-campus if a student needed to take it in person. In that case, students will need to schedule an appointment and 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 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 dual credit 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 annual CIHS Instructor meeting.
- 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 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 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

Observations are still required during remote instruction. CIHS instructors are expected to meet with their liaison faculty at least once 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 next.

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 (e-signatures are allowed).



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 surveys are completed online and sent directly to your registered students. You will be notified prior to delivery, please encourage students to complete them as online surveys can have a lower rate of return. 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 E). 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. Following current Covid protocols, this meeting will be conducted via zoom during Fall Quarter. This meeting is an opportunity to review and discuss program changes, and problem solve any challenges you have experienced. If you cannot attend the meeting, please contact the CIHS Program Administrator (etingelstad@cascadia.edu) to 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 may 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:
 - Assessment requirements
 - Course description
 - Grading standards
- CIHS instructors are required to attend the annual CIHS 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 \$39 for each graded student. First Semester courses are paid by April 10th while Second Semester and year-long course are paid by July 25th. 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

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

Entering Student Grades in ctclink

Cascadia has switched to a new student information system this year, referred to as ctclink.

Instructions for CIHS teachers regarding the entering of grades are still being developed and will be distributed later in the year.

[Log-in to ctclink](#) (Let me know if you don't have your ctclink ID)

1. The **My Schedule** page displays.
2. Verify you are viewing the correct term and institution. If necessary, select **Change Term** to change between terms or institutions.
3. To view the Grade Roster for an individual class, select the **Grade Roster** icon next to the appropriate class.
4. The **Grade Roster** page displays with the selected class.
5. Change between classes by selecting **Change Class**.
6. The **My Schedule** page will update to allow a different class to be selected.
7. To enter grades, select the appropriate grade from the drop-down box.
8. After entering all student grades, select **Save**. After all grades are entered and saved, review them for accuracy.

Note: Changing **Approval Status** before grades are saved will cause all grades to be lost. You must save grades before approving them.



10. In the **Grade Roster Action** section, choose the appropriate **Approval Status** from the drop-down menu. **(Select Approved)**

- *If grade changes need to be made after saving an **Approved** roster, change the status back to **Not Reviewed**. This will allow you to make the necessary grade changes. Once the grade changes are complete, change the **Approval Status** back to **Approved** before saving.*

11. Select **Save**.

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 (SLA) 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 Success

- 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 (CIE's)
- Contact the CIHS Program Administrator anytime you have a unique situation or concern.
- Attend the annual CIHS meeting.
- Tell us what's working and what isn't by completing the annual teacher 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

Students will frequently ask teachers about transcripts and how to request them. A common misconception by students is that Cascadia will automatically send transcripts to their college. Since we have no way of knowing where students are planning to go, it is up to them to contact the college and request them. That process is online, please direct them to the college website www.cascadia.edu. 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.



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.

Erik Tingelstad
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

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

CASCADIA COLLEGE BOTHELL		COURSE OUTCOME GUIDE	
Course ID:	ASTR& 101	Course Title:	Intro to Astronomy
Credits:	5.0	CIP:	40.0201
EPC:		Admin Unit:	HA
Contact Hours:	Lec: 44 Lab: 22	Self-Paced:	Other: Total Hours: 66
Course fee:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Designations:	<input checked="" type="checkbox"/> Transfer <input type="checkbox"/> Prof/Tech <input type="checkbox"/> Dev Ed <input type="checkbox"/> ABE/ESL		
	<input type="checkbox"/> CKR <input type="checkbox"/> GS <input type="checkbox"/> Q <input type="checkbox"/> SU		
Distribution Area:	<input type="checkbox"/> Gen Ed Core <input checked="" type="checkbox"/> Natural Science <input type="checkbox"/> Elective		
	<input type="checkbox"/> Humanities <input type="checkbox"/> Social Science <input type="checkbox"/> Restricted Elective		
	<input type="checkbox"/> Humanities Performance		
This course meets the distribution area outcome for:	<input type="checkbox"/> Communication <input type="checkbox"/> Cultural Knowledge <input type="checkbox"/> Humanities		
	<input checked="" type="checkbox"/> Natural Science <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Social Science		
Prerequisite(s):	Completion of MATH 085 with a grade of 2.0 or higher or placement by testing in MATH 095.		
<p>Course Description: In this course, students will study the physical characteristics of celestial bodies from our closest neighbor, the moon, to the most distant galaxies. Students will be able to explain how past astronomers investigated the universe and the theories they developed to explain their observations. Students will familiarize themselves with recent observations and discover the foundations for modern astronomical theories. Astronomical observations will be applied through activities, laboratories, and simulations. (L-AB)</p> <p>Course Content, Topics and Themes:</p> <ul style="list-style-type: none"> Scale of the Universe Motion of celestial bodies Earth-Moon system Planets and other celestial objects within our solar system Light and electromagnetic spectrum Life and death of stars Galaxies, black holes and other phenomena Scientific method 			
<p>Course Outcomes:</p> <p><i>I. Learn Actively - Learning is a personal, interactive process that results in greater expertise and a more comprehensive understanding of the world.</i></p> <ul style="list-style-type: none"> Apply laws of motion and gravitation to understand motions in the solar system Measure size, mass and distance of celestial objects Use principles of light to analyze astronomical objects and phenomena Describe interactions between and characteristics of the earth-moon system Explain characteristics of planets and associated satellites within our solar system Deepen conceptual understanding of astronomical concepts through group discussion and assignments. <p><i>II. Think Critically, Creatively and Reflectively - Reason and imagination are fundamental to problem solving and critical examination of ideas.</i></p> <ul style="list-style-type: none"> Reflect on the scale of the universe and earth's position within it Use laboratory exercises to deepen understanding of astronomical concepts Apply concepts of stellar evolution to an understanding of the Sun and stars Examine recent discoveries in astronomy Examine major changes in scientific thought that have revolutionized our perception of the universe <p><i>III. Communicate with Clarity and Originality - The ability to exchange ideas and information is essential to personal growth, productive work, and societal vitality.</i></p> <ul style="list-style-type: none"> Communicate astronomical concepts through peer interaction and written laboratory reports Construct, organize and interpret graphs and tables containing astronomical data Write lab reports that reflect accepted standards of format, completeness and correctness Use technology to learn about astronomy, analyze astronomical data and generate laboratory reports <p><i>IV. Interact in Diverse and Complex Environments - Successful negotiation through our increasingly complex, interdependent and global society requires knowledge and awareness of self and others, as well as enhanced interaction skills.</i></p> <ul style="list-style-type: none"> Work with peers to perform laboratory experiments and solve problems Gain confidence in following experimental procedures Develop insights into the interactions between theory and experimentation In all group work, listen and contribute with respect and honesty <p>Suggested Assessment Methods and Measures:</p> <ul style="list-style-type: none"> In-class group assignments Examinations Lab experiments and reports Individual and group projects, either written or oral 			
<p>ASTR&101 04/27/2016 5-Year Review 04/27/2016 5-Year Review</p>		<p>ASTR&101 04/27/2016 5-Year Review 04/27/2016 5-Year Review</p>	

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 2022-23

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).

Essential Elements of the Course Syllabus (required)

To help our students do the learning we expect and to avoid misunderstandings, the faculty has agreed that the following elements should be included in every class syllabus:

- Cascadia College—name and/or logo (above)
- Course name
 - English Composition I
- Course prefix and number
 - ENGL&101
- Section and/or Item number
 - ENGL&101-01 (1234)
 - ENGL&101 Section 1 (1234)
 - ENGL&101-01
 - ENGL&101 Item 1234
 - or a combination of all of them
- Day, time and place of class meetings
 - Fully online
 - MWF 810am-1010am
 - Synchronous vs Asynchronous
- Instructor name
 - Preferred name, titles, designations, are all welcome

- Office location, student hours, phone/ Cascadia email
- Required text, supplies, and supplemental materials

- Course Description
 - Find on your [Course Outcome Guide](#)
- Prerequisites
 - Find on your [Course Outcome Guide](#)
- Course specific learning outcomes
 - Find on your [Course Outcome Guide](#)
- Grading criteria/standards/scales
- Major assignments – available publicly
 - Group Project
 - Tests/Exams/Quizzes
 - Homework
- Academic Dishonesty –**
 - Your class practice in response to plagiarism
 - You need a section that calls this out outside of the Student Learning Agreement**
- Campus Closure and Inclement Weather**
 - Your class plans for continuity in case of cancellation, planned or otherwise.
 - You need a section that calls this out outside of the Student Learning Agreement**
- Syllabus Learning Agreements (policies & procedures)
 - Instructions to use online link – Copy and Paste with formatting into your syllabus, providing both the embedded link and the short or long link allows students to either click on it or type out the link if they decide to print the syllabus
 - Either use the provided link to the online version or the most recent version of the Syllabi Learning Agreement
 - <http://www.cascadia.edu/programs/sla.aspx>
- Accessible syllabi
- CIHS specific** – Remember that the grade earned on their Cascadia transcript can differ from what is earned on their high school transcripts but your syllabus should outline this. If for example, you assign your CIHS enrolled students an extra lab to ensure that your course is aligned with the college, then that should be noted on your syllabus and made aware to students at registration.

Likewise, if you enforce deadlines more stringently for your CIHS enrolled students in order to align with the college practices, that should be noted in the syllabi and made aware to students at registration.

Useful Elements of the Course Syllabus (optional)

Faculty have found that the following elements make a syllabus more useful to the students. Faculty are encouraged to include these and any other appropriate elements in their course syllabi:

- Course schedule
- Format requirements for projects and papers
- Behavioral expectations/culture/climate issues



- Instructor/student responsibilities
- Suggested readings
- Teacher's educational philosophy

- List of major content topics
- Special procedures or rules for the class

Mid-Quarter Changes

If you need to update/change your syllabus mid-quarter the updated version must be shared with students and replace any previous versions throughout the course. The updated version must also be submitted to the Student Learning Office by current process of submission.

Cascadia College Syllabus Learning Agreement

In order to conserve paper, faculty are encouraged to link to the [Syllabus Learning Agreement](#) (SLA) from their syllabi.



Appendix C - Corrective Action Plan

Instructor _____

High School _____

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:

CIHS Observation Form

Name of Faculty Being Observed:	Date and Time of Class to be Observed:
High School Class:	High School:
College in the High School Course:	Name of Faculty Liaison Observing:

Summary of Class Session and Outcomes



Consistency with Cascadia on-campus course offerings

(If “Not Satisfactory”, please submit a correction plan to the dean).

1. The instructor is prepared for class	Satisfactory	Not satisfactory
2. Instructor states objectives clearly	Satisfactory	Not satisfactory
3. The instructor maintains an appropriate classroom atmosphere and creates a good learning environment	Satisfactory	Not satisfactory
4. The students are actively engaged in learning in the class	Satisfactory	Not satisfactory
5. The syllabus contains Cascadia course designation and learning outcomes	Satisfactory	Not satisfactory
6. The textbook/course materials being utilized are appropriate	Satisfactory	Not satisfactory
7. Student assignments have similar rigor/depth to Cascadia course	Satisfactory	Not satisfactory
8. The assessment of student work is comparable to Cascadia course	Satisfactory	Not satisfactory

Strengths

Questions/Suggestions

Cascadia Faculty Liaison:

Signature _____ Date _____

CIHS Instructor:

Signature _____ Date _____

Appendix E – 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 1. Provide a summary description of the professional development activity.

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*
-