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# Bellevue College in the High School Instructor Handbook 2024–25

## Greetings from Our President

Thank you for working with us in the Bellevue College in the High School program. We're thrilled to partner with you so that students can earn college credit while simultaneously completing their high school graduation requirements. Bellevue College in the High School offers students the chance to save time and money on their academic and career goals.

I helped launch a College in the High School program at my previous university, so I know how powerful these dual-credit opportunities are for students who are uncertain about what they want to do after high school. College in the High School is a "game changer" that helps them realize that their dream of earning a college degree is attainable. The Bellevue College in the High School program helps us fulfill our shared mission to expand educational and economic opportunity for the people of our region.



We applaud your commitment and dedication to the success of these students as they face the rigor of college-level work. You are making a lasting impact on their future.

Best regards for a successful academic year.

Dr. David May  
President, Bellevue College

**Thank you for being a part of our Bellevue College in the High School team!**

Bellevue College in the High School provides opportunities for motivated high school students to accelerate their education and earn college credit while completing their graduation requirements—and without sacrificing their high school experiences. Thank you for collaborating with our college and our faculty to bring the college experience to your students! We are excited to have you on board. We could not offer this program without you!



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## What Is Bellevue College in the High School?

Bellevue College in the High School (BCHS) is a concurrent enrollment program that expands education options for high school students. This partnership between local school districts and Bellevue College (BC) provides students with the opportunity to simultaneously earn college credit from Bellevue while fulfilling high school requirements. Students do this by applying for admission to BC, enrolling in BCHS classes, and completing the college coursework that is taught by qualified high school instructors.

BCHS instructors must meet the college's hiring criteria for adjunct faculty. Approved BCHS instructors work closely with their discipline-specific Faculty Coordinator(s) to ensure the work the students perform in the BCHS class is equivalent to the course offered on the college campus. The program is governed by an interagency agreement between the college and the school district that outlines the roles and responsibility of each party. The agreements are renewed annually.

Students accumulate college credits and accelerate their academic accomplishments without sacrificing the high school experience. Upon completion of the BCHS class, grades are submitted and the student's transcript record is finalized in the college database, just as with students in on-campus courses. Students access their transcript—official or unofficial—through the BC website.

The BCHS program operates under the standards of the [National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#). NACEP “works to ensure that college courses taught by high school teachers are as rigorous as courses offered on the sponsoring college campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development.”

## Benefit to Students

- Students earn both college and high school credit for each BCHS course taken.
- Students can transfer credit to other colleges and universities. (Always check with the college or university receiving the credits for its policies and any possible limitations.)
- **Students save money! BCHS is now completely free for students and families.**
- Students have the opportunity for to challenge themselves and develop skills to excel academically.
- Students earn college credit without leaving their high school and don't miss out on high school experiences.
- In contrast to Advanced Placement courses, students who complete a BC in the High School class have an official transcript record created at the college.
- Students can use Bellevue College campus resources such as the Library, Academic Success Center (tutoring center), Advising, and Center for Career Connections.
- College in the High School programs like BCHS close equity gaps in college attendance and completion. Numerous national studies have found that students who earn a handful of college credits while in high school are markedly more likely to attend and complete college—and the benefits are especially powerful for first-generation and low-income college students.

## Benefit to Teachers

High school teachers benefit from the experience of teaching a college course and helping students transition into and through higher education. Each participating teacher works with a discipline-specific Bellevue College (BC) Faculty Coordinator who provides an overview of the college course and specific details around course curriculum development, objectives and outcomes, assessment standards, pedagogy and philosophical orientation of the sponsoring division. BCHS is the only dual-credit/concurrent enrollment program at the college that provides opportunities for high school and college instructors to work side-by-side on curriculum and course development and participate in joint professional development. Unlike other dual-credit programs, BCHS also compensates high school instructors for their time spent collaborating.

## Application Process for New Teachers

- 1) Check the BC hiring requirements for adjunct instructors (see Appendix B).
- 2) Complete the application packet:
  - Resume or CV
  - Unofficial college transcripts
  - Recommendation from principal (see Appendix D)
  - [W-9 form](#)
  - If you are adapting an existing high school course, you will also need to submit the course description, syllabus, and list of materials (textbooks, etc.)
- 3) Email documents to: [chsprograms@bellevuecollege.edu](mailto:chsprograms@bellevuecollege.edu). The CHS Office will send the packet to the appropriate Faculty Coordinator.
- 4) Once these materials have been reviewed and approved, you will:
  - Download and complete the [BCHS Instructor Registration Form](#).
  - Complete the [Online application](#). You will need to upload your BCHS Instructor Registration Form into the online application. (Directions may be found [on the BCHS website](#).)

## Approval Process for New Teachers

The Faculty Coordinator will:

- Review the application.
- Ensure departmental standards for hiring adjunct faculty are met.
- Consult with division dean and program chair.
- Notify applicant of division decision.
- If approved, an initial in-person or phone meeting will be set up to discuss college course(s) in more detail along with the standards for the BCHS program.
- Develop a plan for new instructor orientation and discipline-specific training.
- Discuss annual professional development and your first classroom site visit.

## Teacher Responsibilities

- Attend new teacher BCHS orientation and course-specific training session.
- Participate in annual professional development activities.
- Work with the BC Faculty Coordinator to adopt college course outcomes, college grading criteria, and develop a syllabus and assessments (i.e., papers, portfolios, quizzes, exams, labs, etc.) “paired” with the on-campus version of the course.

- In conjunction with the BC Faculty Coordinator, schedule classroom observation (during first year of teaching BCHS class for new teacher and thereafter on a four-year rotation).
- Communicate benefits of the program to students and parents and let them know about the opportunity to earn college credit in high school.
- Communicate about the admissions and registration processes and deadlines to students and assist as necessary.
- For BCHS courses with prerequisites, complete the spreadsheet for course placement and prerequisites (see Appendix K).
- Coordinate with BCHS Office regarding registration paperwork and submit grades via the ctcLink system at the end of the term.
- Remind students to complete and submit their end-of-course evaluations.
- Participate in program review or accreditation process as necessary. T

### **IMPORTANT NOTE: BCHS Courses Must Be Taught by Approved Instructors**

NACEP standards do not allow for “instructor of record” models. These standards mean that BCHS instructors must take extra care with extended leave or student teaching situations.

When a BCHS instructor goes on leave (planned or unplanned) for more than 10 consecutive instructional days, their high school is responsible for notifying the BCHS office in a timely manner. Approved BCHS teachers can cover the leave; qualified substitutes may apply for BCHS approval; or the college may be able to help the district locate a BC faculty member to serve as a sub during the leave. The college is responsible for determining an acceptable arrangement and conveying this to the high school, even if it means that the students would have to be administratively withdrawn from the BC course because no acceptable arrangement for a substitute instructor can be made.

Student teachers are not approved to deliver instruction on an extended basis in BCHS classes. Student teachers may observe BCHS courses and teach an occasional lesson under the guidance of an approved BCHS instructor. However, if a student teacher is assigned to teach more than 10 days in a BCHS class, approval is rescinded and BC must withdraw students from the class.

### **Paired Syllabi and Assessments**

The Faculty Coordinator will share the college course syllabus and some of the course assessments with you. (See Appendix D for the syllabus template). It is expected the BCHS syllabus will hold certain elements in common with the on-campus sections, including course title, number of credits, objectives and outcomes, BC grading standards, and student academic integrity expectations. The BCHS program is required to supply evidence of these items.

### **Joint Annual Professional Development**

Faculty Coordinators will work with instructors to develop a plan to meet the annual professional development requirements. The BCHS program is required to supply evidence of this PD.

### **Classroom Site Visits**

New BCHS teachers will receive a classroom visit by the BC Faculty Coordinator during their first and fourth years of teaching the course. After that, classroom visits are scheduled on a four-year rotation.

Before the visit, BCHS instructors should be prepared to share: the course syllabus; teaching materials prepared for that class, such as handouts, assignments and homework due that day; teaching notes; slides or lesson/unit plans; and samples of assignments and graded student work with personal information removed.

## **Compensation**

We recognize that teaching a BCHS class entails more work than a typical high school course. Some of this work goes above and beyond instructors' regularly contracted school district workday. Because we value our instructors' contributions and because this work is vital to the success of the program, BC budgets for additional compensation to BCHS instructors.

The method for distributing this compensation varies from district to district. Some districts ask BC to handle the additional compensation for the BCHS instructors. In such cases, we pay stipends based on the number of BCHS classes prepared and number of students enrolled; instructors receive a check at the end of the academic year. If the stipend was over \$600, instructors will also receive an IRS 1099 form shortly after the end of the calendar year. Other districts request to handle the compensation themselves. The policies regarding BCHS instructor compensation are specified in the interagency agreements between BC and the districts. If you would like a copy of the policies for your district, feel free to [contact Associate Dean Michael Reese](#). In all cases, additional compensation is contingent upon completing 100% of the NACEP program standards and required evidence.

## **Noncompliance**

If a Faculty Coordinator or BCHS staff member has concerns about whether a course is being taught with fidelity to BC standards, an additional classroom site visit may be scheduled. Some concerns go deeper and may become noncompliance. Noncompliance is defined as prolonged failure or refusal to act in accordance with the requirements of the BCHS program and/or NACEP standards. Approved BCHS teachers who fail to fulfill responsibilities for teaching the college class will become ineligible to receive a BCHS stipend and may ultimately be suspended from the program. When noncompliance is noted, the teacher will be contacted by either the Faculty Coordinator or BCHS staff to discuss the situation and the consequences of non-compliance. If requested improvement is not forthcoming, a corrective action plan will be developed by the BC Faculty Coordinator and the BCHS office. The plan will include details for meeting specific requirements within a certain timeframe and will be submitted to the instructor and their principal.

If improvement action is not taken within the stated time period, the BCHS instructor will be suspended from the program for the following year and the school district and high school will be notified that the BCHS course will not be available for that instructor in the upcoming year.

## **End-of-Course Student Evaluations**

Students in BCHS courses complete a course evaluation survey near the end of their class, just as all other students who take BC courses. Course evaluations are set up and delivered electronically through the BC EvalKit program. A link will be sent to the BCHS teacher and students. The course survey can be completed on any device, including a smartphone. Response rates are improved when students complete evaluations in class. Please be sure to budget class time to complete these evaluations.



## Grading

BCHS instructors enter letter grades at the end of the term using the [BC Grading Criteria](#). It is important to note that **BC has different grading criteria than some of our partner school districts**. When awarding Bellevue College grades, BCBS instructors must use the College's grading scale, which awards grades A-F with assigned decimal values used in calculating BC students' GPA. This means that **it is not unusual for a BCBS student to earn a different grade on their BC transcript than on their high school transcript** for the same coursework.

### Bellevue College Grading Standards

<i>Outstanding Achievement</i> A = 4.0 points per credit A- = 3.7-points per credit	<i>High Achievement</i> B+ = 3.3 points per credit B = 3.0 points per credit B- = 2.7 points per credit
<i>Satisfactory Achievement</i> C+ = 2.3 points per credit C = 2.0 points per credit C- =1.7 points per credit	<i>Poor Achievement</i> D+ = 1.3 points per credit D = 1.0 points per credit F = 0.0 points per credit
<i>Student Withdrawal</i> A withdrawal is initiated by the student no less than two weeks after the registration deadline Grade = W, no decimal value and no impact on GPA	

## Student Admission Processes

Students new to Bellevue College in the High School are required to apply for admission to BC. If students have previously taken BCBS courses or have earned college credit at BC through one of our other dual-credit programs, they do not need to apply for admission again (although there may be additional paperwork they need to complete). BCBS staff will make sure instructors are aware of all admissions deadlines, and instructors will need to remind their students about these deadlines.

## Placement and Prerequisites

BCBS students are required to meet the same course placement and prerequisite requirements that all Bellevue College students meet. BCBS instructors are responsible for working with their districts to verify that both placement and/or prerequisite requirements have been met. Instructors may perform the verification or ask their registrars, counselors, or principals for assistance.

**Placement:** After students are admitted to the college, their readiness to enroll in college-level math and English courses may be determined through a placement process such as placements tests, previous academic achievement, and other measures.

**Prerequisite:** A prerequisite is a course that is taken (often with a certain minimum grade) or a skill that must be demonstrated before a student can enroll in a more advanced course.



The following are methods that can satisfy placement and prerequisite requirements:

- A review of previous academic achievement:
  - High school transcripts indicating success in prerequisite courses ([Math placement grids are available for students in all our partner school districts.](#))
  - Smarter Balanced Assessment results
  - AP/IB test scores
- Transcripts and assessment records from another high school or college
- Instructor permission
- Taking the ACCUPLACER assessment (English) or ALEKS assessment (Math) at BC. If a placement test is necessary, the high school teacher will notify the student and the BCHS office.

**Process:** When the BCHS instructor receives their roster from the BCHS office, they will enter one of the following in the comments section and return it to the BCHS office:

1. Placement Met – student has met course placement
2. Instructor Permission – instructor is overriding placement requirements because the student has demonstrated readiness in other ways (Always consider consulting with your high school counselors in such cases.)
3. Placement Not Met – student needs to take a placement test at Bellevue College or is not eligible to earn BC credit.

More Information about math and English placement policies may be found on the [BC website](#). **The Placement/Prerequisite Form MUST be complete before permission numbers can be assigned.**

## Enrollment

After the college's move to the ctcLink system, BCHS students enroll themselves for their course(s) online. Directions may be found at online at [Enroll in BCHS Classes](#). The student and their parent will need the following information to register for classes:

- Directions, found on the [BCHS website](#)
- Their ctcLink ID number
- The 5-digit class item number, which the BCHS staff will provide to teachers and students
- (In many cases) a course permission number, which the BCHS program will provide to instructors and instructors will provide to students. (BCHS staff can now email these numbers directly to students, but instructors will likely need to remind students of this information.)

**NOTE:** BCHS courses are governed by BC policies. Students must enroll for college credit during the approved timeframe. The College is unable to enroll students or award college credit retroactively. There is no grace period. Therefore, it is very important for the BCHS instructor to remind their students about enrollment deadlines.

The BCHS Office will send email reminders prior to enrollment open and close dates, along with a copy of the student roster. Please remind students to check their email frequently during this time period. If you wish to see which of your students have and have not completed the enrollment process, you can [check your course roster on ctcLink \[this link requires a BC Net ID for access\]](#).

## Disability Accommodations and Modified Curriculum

In general, accommodations in dual-credit classes work similarly to how they do in regular high school courses. Instructors in BCHS courses assist BCHS students in accessing the accommodations put into place in their 504 Plan or Individualized Education Plan, just as they would in any other class.

However, there is one very important exception to this general approach: **colleges and universities cannot approve** modifications that fundamentally alter the curriculum. If a student's 504 Plan or IEP establishes a modified curriculum, a student has three primary options when taking a BCHS class:

- 1) They can decide to use the modified curriculum to earn high school credit but not college credit;
- 2) They can choose to do the unmodified curriculum and enroll in the BCHS class; or
- 3) They (and possibly their family members if a FERPA waiver is in place) can have a conversation with staff from BC and their high school to investigate whether additional accommodations or supports might allow them to access the unmodified curriculum and earn college credit.

If you, your students and/or their families, or your case managers have questions, they can [contact Associate Dean Michael Reese](#), who can connect them with BC's Disability Resource Center.

## Educational Planning

The BCHS website provides many useful resources for students in this section: [Plan Your Education Pathway](#).

## Transfer Credit

Completed BC credit can be applied towards a degree or certificate at BC or transferred to other institutions. Depending on the institution and the student's program choice, credits may transfer as direct equivalents, as general electives, or they may satisfy a prerequisite for a required course. We strongly recommend the student contact the college or university they plan to attend to verify how these credits will be accepted.

If students are considering attend Bellevue College after graduating from high school, encourage them to attend an [information session](#) to learn more about BC's certificates and degrees. Check out the [Welcome Center](#) to take a campus tour, attend an information session and much more.

College credit earned through BCHS is academic transfer credit and can be transferred to all other 2- and 4-year public colleges and universities in Washington. Credits may transfer as direct equivalents to existing courses at the receiving institution, as general electives, or may satisfy prerequisites for required courses. Each public university in Washington maintains a website that documents how BC courses transfer into their institution, and you can find [links to these guides on the BCHS website](#). You can read about the rights and responsibilities for students transferring credits within our state at the website of the [Washington Student Achievement Council](#).

You can find other colleges' and universities' information about transfer credit by searching for their "equivalency guide." However, BC cannot guarantee whether our course(s) will meet general education requirements or be accepted by specific academic departments. Students should work with their guidance counselors and contact the particular academic departments for clarification.

Students planning to attend an out-of-state college/university should speak to the college/university admissions office to clarify how BCHS transfer credits will be accepted. Although it is uncommon for BCHS credits not to transfer, students should be aware that some institutions do not accept any transfer credit at all.

## **College Resources**

BCHS students are official Bellevue College students and have access to the same college resources as on-campus students.

### **Educational Planning: Advising and Career Services**

Students who are considering attending BC after high school graduation are able to connect with an advisor from [Academic Advising](#). All BCHS students can get help with career planning at the [Center for Career Connections](#), which is also a great resource for students looking for internships or summer jobs.

### **Online Advising for BCHS Students**

**Email:** [susan.hampson@bellevuecollege.edu](mailto:susan.hampson@bellevuecollege.edu) to set up an appointment.

Our BCHS advisers are available to chat with students, answer general questions, assist with planning college classes, and working with students to create an educational plan at BC while fulfilling their high school graduation requirements. These advisers also work with Running Start students, so if you student has also taken Running Start coursework or plans to in the future, they will be able to work with all the student's credits taken at BC regardless of the program.

### **Academic Success Center**

The [Academic Success Center](#) offers free in-person and online tutoring help to BC students in a variety of subjects. There are also dedicated labs for reading, writing, and math assistance.

### **BC Library**

BCHS students **and instructors** may borrow materials from the BC Library. If the BC Library does not have the item, it may be able to obtain it via interlibrary loan. The Library also maintains subscriptions to [many research databases](#) that are not commonly available in high schools; these databases are open to all BCHS instructors and students. Please see the [BC Library website](#) for more information.

## **Bellevue College Affirmation of Inclusion and Non-Discrimination Policy**

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Bellevue College is an Equal Opportunity Employer in accordance with applicable federal and state laws and regulations. Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom

the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, and employment.

Coordination of the compliance efforts of BC with respect to equal opportunity and disability accommodation regulations is under the direction of the Vice-President of Human Resources

Telephone: **425-564-2274**

Email: [hr@bellevuecollege.edu](mailto:hr@bellevuecollege.edu).

Any person can file a complaint on campus, off campus, or online. [File a complaint](#).

### **Have Questions about Bellevue College in the High School?**

Email: [michael.reese@bellevuecollege.edu](mailto:michael.reese@bellevuecollege.edu), [susan.hampson@bellevuecollege.edu](mailto:susan.hampson@bellevuecollege.edu), or [chsprograms@bellevuecollege.edu](mailto:chsprograms@bellevuecollege.edu).

Phone: 425-564-2026

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## Appendix A: Instructor and Course Approval Process

Instructor and course eligibility standards for Bellevue College in the High School (BCHS) are determined by the appropriate academic department and vary, depending on the subject matter. The Faculty Coordinator, Division Dean, and Program Chair review and approve new BCHS course offerings. Application packets for new BCHS instructors are reviewed by discipline-specific Faculty Coordinators to ensure the teacher’s credentials meet the college’s minimum adjunct hiring standards and that the high school course content and teaching materials are equivalent to the college’s course. BCHS is the only dual-credit/concurrent enrollment program that provides opportunities for high school and college instructors to work side-by-side on curriculum and course outcomes—and participate in annual professional development.

### Steps for instructor approval:

1. Begin with an existing BC course. To determine if the high school course is a potential match, the high school teacher should search the [Bellevue College Course Catalog](#), check [existing BCHS courses](#) on the BCHS website, or contact the BCHS office.
2. Meet the college’s minimum adjunct hiring qualifications (listed on the following page) for the subject area the prospective instructor is interested in teaching.
3. Submit the forms [requested on the BCHS website](#) **by May 1**.
  - The forms that we need first are a resume/CV and unofficial transcripts.
  - For an existing course, submit a course description, syllabus and list of teaching materials (textbook, etc.). For a new course, submit a catalog description and title of textbook(s) to be used. A full review and alignment of the syllabus can occur in August/September.

Send information to: [michael.reese@bellevuecollege.edu](mailto:michael.reese@bellevuecollege.edu) and [chsprograms@bellevuecollege.edu](mailto:chsprograms@bellevuecollege.edu).

Your packet will be forwarded to the appropriate BCHS Faculty Coordinator who will review, consult with Division Dean and possibly Program Chair, and determine if division standards for hiring adjunct faculty have been met. You will be contacted if additional information is needed. Upon completion of the review, you will receive notification of the department’s decision.

If the instructor is approved, the Faculty Coordinator will set up initial meeting to discuss college course objectives, outcomes, assessments, pedagogy, and college grading policies. Next steps will include new instructor initial training with the Faculty Coordinator to develop paired course outcomes, paired syllabus, paired assessment/s, expectations for graded student work, etc.; and new instructor BCHS orientation. The new instructor orientation will be conducted by BCHS program personnel to provide an overview of BCHS program and cover the NACEP standards and required evidence.

## **BC Hiring Requirements for BCHS Instructors by Discipline**

**BIOLOGY** – Bachelor’s degree in Biology or a closely related field, and a Master’s degree in Biology or in Education with a focus on science education.

**CHEMISTRY** – Bachelor’s degree in Chemistry or a closely related field that includes substantial Chemistry coursework beyond the first year; a Master’s degree in Chemistry or closely related discipline or in Education with a focus on science; and a minimum of two years of experience teaching college-level chemistry and/or three years teaching advanced high school chemistry.

**EARTH & SPACE SCIENCES** – Bachelor’s degree in the relevant specialty or a related field (Oceanography, Environmental Science, Marine Biology, Conservation Biology, etc.) and a Master’s degree in the specialty or a Master’s in Education with a science emphasis.

**ENGLISH (Language Arts)** – Bachelor’s degree in English, Composition Studies, Rhetoric, or other related field; a Master’s degree in English or Education; knowledge of reading and writing pedagogy; and experience teaching composition to a diverse student population.

**MATHEMATICS** – Bachelor’s degree in Mathematics or in a mathematical field with substantial Mathematics coursework (i.e., engineering degree w/many, varied mathematics classes), and Master’s degree in Mathematics Education or in a mathematical field with substantial Mathematics coursework.

**WORLD LANGUAGES** – Master’s degree in appropriate language or closely related field (such as linguistics, literature or interdisciplinary studies related to appropriate language) or in Education with language teaching focus; coursework or other training in language teaching methodology; at least one year of experience in language teaching; and near-native or native-level competence in appropriate language.

Additional considerations: Three to five years of teaching experience—could be less if there is another BCHS teacher at the same school who can work with and mentor the new BCHS teacher.



## **Appendix B: BCHS Instructor Registration Form**

A fillable PDF version is available on the [BCHS instructor webpage](#).



## **Appendix C: Letter of Recommendation to Teach BCHS Course**

DATE: [Click here to enter text.](#)

TO: [Click here to enter text.](#)

FROM: [Click here to enter text.](#)

HIGH SCHOOL: [Click here to enter text.](#)

REGARDING: College in the High School Recommendation

As Principal, I am writing to signify my support for [Click here to enter text.](#)'s request to participate in the Bellevue College in the High School (BCHS) program. I understand our teacher needs to meet the college's adjunct instructor hiring criteria.

Once the instructor and class/es have been approved, our high school students in that class or those classes, will have an opportunity to apply for admission to BC and register to earn college credit for the course/s during the BCHS open registration period.

I highly recommend that [Click here to enter text.](#) be considered for the Bellevue College in the High School Program. Please don't hesitate to contact me by phone [Click here to enter text.](#) or email [Click here to enter text.](#) if you have questions or need additional information. Thank you.

Sincerely,

Principal of [Click here to enter text.](#) High School

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## Appendix D: BC Syllabus Template

### Directions for the Course Syllabus Template

The concept of a course syllabus has changed over the past years from a statement of course content to a much more formal contract with the student, wherein college policies and instructor expectations have to be spelled out in much greater detail. In order to give our students accurate and current information, we have created this tool to assist instructors with syllabus preparation.

In general, we need to give students all the information they need to meet the course expectations successfully. For example, if we do not want to see plagiarism, we need to tell them what plagiarism is and how to avoid it. If we have special needs students, we need to point them toward the resources that will enable their success. If we have specific classroom expectations about cell phone usage, late arrival, etc., we need to tell students about our expectations and the consequences of not meeting them.

This template provides BCHS instructors with the information needed to write a complete and comprehensive syllabus. Division Statements can be provided by your Faculty Coordinator. **Be sure to consult with your Faculty Coordinator on the division/department protocol for grading policies.** Specific information on your high school course may be included as needed. There is room at the end of the template to create special content areas that may be needed in each unique field of study or to comply with school district policies. The template is designed so that instructors may delete text if it is not appropriate and add their own materials. (For example, you may not want or need the day-by-day calendar.) Individual material may be added to any section.

***[At several places within this template you will see text that is bold and italicized surrounded by square brackets.]*** These sections give information on how to replace those sections with statements that are specific to your class.

We suggest you create your own template and save it to your desktop for use each term. **You should check live links each term, as updates in the system and URL changes may deaden old links.** We hope this will save everyone a lot of precious time.

The following points should be kept in mind to ensure optimal accessibility:

- Colors will not be seen by colorblind readers. If you do use colors, please make sure they are **high contrast**. Bright colors may appear as light grey, so also use a different font to draw attention.
- Serifs trip up the screen readers. Sans Serif fonts like Arial or Calibri are the best fonts to use.
- Use “Styles” to create a hierarchy of headings. Headings are read more easily by screen readers and allow readers to move quickly to sections in the syllabus. The recommended method uses a Heading 1 as the title and there is only one Heading 1 in the document. Heading 2, 3, 4 and so on are creating in a hierarchical order.

- When using web addresses, create links instead of typing out the entire URL address. If you type out the URL address, the screen reader will read out the whole address, which is cumbersome for those using screen readers. When referring students to online links, for the visually impaired reader it is better to link directly to the web site, than to type out the whole address. So, instead of the link entirely typed out for “grading policies,” it should be like this: [Grading policies](#). To do this, copy the address to the clipboard, then click on INSERT, then on HYPERLINK. Fill out the language you want to appear in your document, then paste in the address.
  - Caveat: If you want to make the *actual* URL available to your students (for example, those who print out the syllabus and don’t have access to it electronically), then the text will look like this: [Grading policies](#) (<http://www.bellevuecollege.edu/policies/id-3000/>). Note that the descriptive text is hyperlinked. The actual URL is not hyperlinked, and it is enclosed in parentheses.
- When bulleting or numbering lists, use the bullets or numbered list option Word’s ribbon. Keep in mind that numbered lists are used when steps are to be followed in a sequential order.

Before posting or printing the syllabus, ensure that headings do not appear at the bottom of one page and the section on the next page. To fix “orphaned” headings, select the heading, open Paragraph settings, go to the Line and Page Breaks tab, click Keep with next.

This template has been checked for accessibility. You should check it again when you have completed your modifications.

As you use this tool, please take note of any difficulties you encounter and send your feedback to your Faculty Coordinator and Associate Dean [Michael Reese](#).

# Syllabus



Bellevue College Course Name & Code:  
High School Course Name:  
Instructor Name:  
E-mail:

## Course Description

*[Replace this text with information from the online [Bellevue College Catalog](#), which contains a listing of all BC classes. The link from your course title will lead to a page containing all classes in a particular discipline – such as Mathematics – that are offered at BC. This page will show you the course code, course title, number of credits, a brief course description and course prerequisites, if any. Click on the course link to find the **Description**, Prerequisites and Outcomes for your specific course. **Paste the Course Description here.**]*

## College Course Prerequisites

*[Using the directions above, replace this text with information. Find your [course](#), copy and paste the **Course Prerequisites**, including recommended prerequisites here. The following link contains a [description](#) of “placement” and “prerequisites.”]*

## Course Outcomes

*[Following the directions above, replace this text with information. Find your [course](#), copy and paste the official **Course Outcomes** here. You may add additional learning outcomes if needed, but you should not alter the published outcomes from the catalog.]*

## How Outcomes Will Be Met

*[Replace this text with a description of how the outcomes will be met for this class.]*

## Grading

*[Replace this text with a clear explanation of exactly how the course will be graded so there is a basis for evaluating grade disputes. Policies for lateness should be included. If you grade PARTICIPATION, you will need to tell students what you mean. **This is one of the most important sections of the syllabus because BC and your school district may have different grading policies.** If the BC credits will be graded using different scales than the high school course, you should explain that here, perhaps with a table with three columns: points earned, high school grade, BC grade. Please make sure your BC faculty coordinator reviews this section.]*

The BC Grading Policy is explained in the current Course Catalog and can also be found at this link: [Grading Policy](#)

## Books and Materials

*[Replace this text with a list of books and materials required for this class.]*

## Instructor's Expectations

*[Optional section: replace this text with expectations for student success in the class.]*

## Bellevue College Resources

<b>Advising</b>	<b>425-564-2212</b>	<a href="https://www.bellevuecollege.edu/advising/">https://www.bellevuecollege.edu/advising/</a>
<b>Academic Success Center (Tutoring)</b>	<b>425-564-2200</b>	<a href="https://www.bellevuecollege.edu/asc/">https://www.bellevuecollege.edu/asc/</a>
<b>BCHS Office</b>	<b>425-564-2458</b>	<a href="mailto:susan.hampson@bellevuecollege.edu">susan.hampson@bellevuecollege.edu</a>
<b>Center for Career Connections</b>	<b>425-564-2279</b>	<a href="https://www.bellevuecollege.edu/careers/">https://www.bellevuecollege.edu/careers/</a>
<b>Student Central</b> (Welcome Center, Enrollment Services, Evaluation/Graduation, Placement/Testing)	<b>425-564-2222</b>	<a href="https://www.bellevuecollege.edu/studentcentral/">https://www.bellevuecollege.edu/studentcentral/</a>
<b>Library Media Center</b>	<b>425-564-2252</b>	<a href="https://www.bellevuecollege.edu/lmc/">https://www.bellevuecollege.edu/lmc/</a>
<b>Transcripts (unofficial)</b>		<a href="https://www.ctc.edu/~bellevue/student/waci002.html">https://www.ctc.edu/~bellevue/student/waci002.html</a>
<b>Transcripts (official)</b>		<a href="https://www.bellevuecollege.edu/services/transcript/">https://www.bellevuecollege.edu/services/transcript/</a>

## Bellevue College Policies

### Affirmation of Inclusion

Bellevue College affirms the diversity of human identities and experiences and is committed to creating spaces free from harassment and discrimination. Furthermore, Bellevue College rejects all forms of racism, homophobia, sexism, xenophobia, religious intolerance, classism, ableism, ageism, language bias, and hate speech or actions that attempt to silence, threaten, or degrade others.

In classroom settings, we might disagree with views shared in the classroom; however, courteous, and respectful behavior and responses are always expected. When providing criticism, it is important to focus on the ideas and not the person.

Instructors are encouraged to disrupt and address hate speech and behaviors. Students are also encouraged to speak up and advocate when they experience, or witness hate speech and behaviors.

## **Reasons of Faith and Conscience**

Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodation so that grades are not impacted. (See Bellevue College [Policy 2950](#).)

## **Notice of Non-Discrimination**

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

## **Student Conduct Code and Academic Integrity**

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication, and inappropriate/disruptive classroom behavior are violations of the Student Conduct Code of Bellevue College. Examples of disruptive behavior include, but are not limited to, repeatedly talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Conduct Code to the Manager of Student Conduct for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Conduct Code at: [Student Code](#)

## ***Division Statements***

***[Check with your Faculty Coordinator to see if there any division or department statements or links that you should include here.]***

***[If your division and/or high school has a policy on plagiarism and/or academic integrity, please paste it in this location.]***

## ***Course Calendar***

***[Optional section: You may place your schedule of assignments here.]***

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## Appendix E: Classroom Site Visit Guidelines

### **Purpose of the classroom observation:**

Guided by NACEP Standard C3, Faculty Coordinators conduct site visits to observe course content and delivery, student discourse and engagement to ensure the courses offered through the Bellevue College in the High School program are equivalent to the courses offered on campus.

New BCHS instructors will receive a classroom visit during their first year of teaching the course. Classroom site visits provide feedback and guidance to BCHS instructors and to validate that the college's expectations for the course are being met. They are not shared with school district staff, and they are never used by high school administrators in evaluation of teaching performance.

### **Elements covered in the observation include:**

- Preparation
- Content
  - Activities tied to course outcomes
- Delivery and Presentation
  - Equitable, safe, respectful, professional classroom environment
  - Use of media/visual aids
  - Distracting behavior, rules enforcement
- Student Response
  - Student engagement and involvement

### **NACEP Classroom Observation Standards:**

- **New BCHS instructors** will have gone through the official BCHS onboarding process by participating in a new BCHS teacher orientation and new BCHS teacher discipline-specific training.
- The **Faculty Coordinator** will have shared samples of the on-campus course syllabus, including course outcomes with the BCHS instructor. An approved, paired course syllabus is in place.
- The **Faculty Coordinator and BCHS instructor** will have discussed assessment of student performance, pairing assessments from the on-campus course with the BCHS course that assess the same topics or concepts, in comparable formats. The discussion will cover what 'A' student looks like and what it means to earn an 'A' grade, etc.

### **Preparing for the classroom visit:**

The **BCHS instructor** will be prepared to share course syllabus; teaching materials prepared for the class (handouts, assignments, slides or lesson/unit plans), and graded student work assessing college course outcomes, with personal information removed.



The **Faculty Coordinator** will inquire ahead of time about any existing policies regarding non-district personnel coming to the high school. Most schools require visitors to sign-in at the main office and will usually issue a visitor pass or badge. The Coordinator will park in the visitor parking area.

### **The Faculty Coordinator will:**

- Communicate with the BCHS instructor regarding scheduling a day and time during the regular school day and class period for the visit. The visit should occur while the instructor is delivering the college course content.
- Work with the BCHS instructor to establish parameters, objectives and outcomes for the visit ahead of time.
- Ask questions about what to anticipate during the class session. It would be helpful to know:
  - what was taught in the previous class(es) that helped set up students for this particular session;
  - what activities are planned in order to meet the day's learning goal(s);
  - how the BCHS instructor will assess whether or not the teaching methods helped students meet the learning goals while maintaining rigor;
  - what feedback would be helpful to the BCHS instructor;
  - what additional support the BCHS instructor needs or what questions they may have
  - give feedback using the ACTION framework:
    - Ask clarifying questions to assist with understanding intentions.
    - Come from a place of curiosity, not judgement
    - Tell instructor the reason for the feedback in a factual manner
    - Impact exploration and examination
    - Own your own thoughts and feelings
    - Next Steps: Request appropriate action be taken

### **Day of the classroom visit:**

- The **Coordinator** should arrive at least 10 minutes before class.
- The **BCHS instructor** should introduce the Coordinator to the students, with a short explanation of why they are present, then class should go on as usual.
- The **Coordinator** should not ask questions or participate in activities during class unless that has been discussed and agreed upon beforehand.
- The visit should last the entire class period.
- At the conclusion of the visit the **Coordinator** will collect the class syllabus and several graded student assignments with personal information removed.

### **After the classroom visit:**

- By the conclusion of the visit, the **Coordinator** has completed side 1 of the Classroom Site Visit form and feedback has been formulated. A plan to reconnect in the near future is agreed upon.
- The **Coordinator** completes a reflective report of their observations that includes action items and next steps, signs it and emails it to the BCHS instructor.
- The **Coordinator and instructor** connect by phone or in person to debrief the Site Visit and work on action items. Instructor feedback will be encouraged.
- The Coordinator is responsible for turning in all forms to the BCHS Office.



**Appendix F: Classroom Site Visit Form**

High School:

District:

Instructor Name:

Name of Coordinator:

College Course:

Date & Time:

Number of Students in Attendance:

Virtual or in-person (circle one)

(check appropriate box)

	Meets Expectations	Needs Improvement	Not Observed
<b>The Instructor:</b>			
<b>Preparation</b>			
1. Appeared to be well prepared for the class			
2. Connected this lesson with prior and future lessons			
<b>Content</b>			
3. Displayed current knowledge of the subject matter			
4. Tied classroom activities to college course outcomes			
<b>Delivery &amp; Presentation</b>			
5. Appeared to create an equitable and safe environment where students feel welcome			
6. Treated students respectfully and professionally			
7. Made effective use of the board and/or visual media			
8. Spoke clearly and audibly			
9. Fairly enforced rules against distracting behavior (e.g., rudeness, noise, cell phone use)			
<b>Student Response</b>			
10. Gave all students an opportunity to ask questions and express opinions			
11. Asked stimulating and challenging questions or discussion prompts			
12. Encouraged active student involvement			

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**COORDINATOR REFLECTIONS ON THE CLASSROOM VISIT:**

*Points to consider:*

- Were there clear or obvious parallels between the BCHS course and the on-campus course?
- To what extent did the BCHS class, the syllabus and the content represent the on-campus course?
- Is the BCHS course delivery valid and as equivalent as possible to the on-campus course?
- Did student seem interested and actively engaged in class learning objectives? Were they held responsible for their actions and decisions?
- Did student assignments demonstrate rigor and depth equivalent to the on-campus course?
- Were teaching materials from the on-campus course used in the BCHS course?
- Were the same assessment strategies used for the BCHS course as the on-campus course? Were the same topics or concepts assessed?
- Did instructor’s evaluation of student work compare with on-campus course?
- What was the quality of interaction between the instructor and students?
- What did you observe about the use of technology?

**Coordinator Reflections/Notes for Feedback:**

Comments/action items/next steps:

**BCHS INSTRUCTOR REFLECTIONS: (optional)**

Feedback on classroom site visit:

Questions for Coordinator:

BCHS Instructor Signature:

Date:

Faculty Coordinator Signature:

Date:

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**FACULTY COORDINATOR: Please return completed, signed form, with class syllabus and graded “paired” assignments to the Bellevue College in the High School office**

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## Appendix G: Annual PD Report – for Faculty Coordinator

**Name of Faculty Coordinator:**

**Name of BCHS High School Instructor/s:**  
(List and attach sign-in sheet)

**High School/School District:**

**BCHS Course/s:**

**Date, Location & Activity Format:**

**EVIDENCE PROVIDED (list below):**

Samples to include agenda, seminar description, meeting minutes, event notes, conference report, training materials, etc.

**Description of activity:**

**Faculty Coordinator Statement:**

Describe how the examples provided further enhances course content and delivery knowledge and/or addresses research and development in the field. Description should include the format, delivery method, frequency, and an explanation of how annual PD is distinct from new instructor training.

***Signature/Date:*** Faculty Coordinator

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## Appendix H: Annual PD Event Survey – for BCHS Instructors

*BCHS Instructor, please complete this form for the professional development activity you attended.*

**Participant Name (Optional):**

**Date of Professional Development:**

**BCHS Faculty Coordinator:**

**BCHS Course/Discipline:**

1. How does this professional development activity enhance, expand, and/or reinforce your ability to successfully teach a course through Bellevue College in the High School?
2. What new ideas have you gained from this activity? How do you plan to implement them?
3. What information was of greatest value to you?
4. Please rate the overall effectiveness of this professional development activity. (circle one)  
Very Effective      Effective      Fairly Effective      Somewhat Effective      Not Effective
5. What specific suggestions/recommendations do you have to improve this PD activity?
6. Other comments:

***Signature (Optional):***

BCHS Instructor

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## Appendix I: Student Course Evaluation Form

### Preparation and Organization

1. The Instructor was well Prepared and organized for class.  
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Does not Apply
2. The instructor demonstrated knowledge of the content/subject matter.  
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Does not Apply
3. The Instructor's Expectations were clearly communicated.  
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Does not Apply

### Classroom Management

4. The instructor used classroom time well, including starting and ending on time.  
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Does not Apply
5. The instructor created a safe learning environment where I felt comfortable sharing my views and asking for help.  
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Does not Apply
6. The instructor treated students respectfully and fairly.  
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Does not Apply
7. The instructor encouraged discussion and participation.  
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Does not Apply
8. The instructor was aware of and respected cultural differences.  
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Does not Apply

### Pedagogy and Assessment

9. The instructor used a variety of teaching methods, assignments and activities.  
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Does not Apply
10. The instructor's methods helped motivate me to learn.  
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Does not Apply
11. Course materials and assignments helped me to learn the content of the course.  
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Does not Apply

12. Graded work reflected what was covered in the course.  
Strongly Agree Agree Neutral Disagree Strongly Disagree Does not Apply
13. Instructor’s feedback helped me improve.  
Strongly Agree Agree Neutral Disagree Strongly Disagree Does not Apply
14. The instructor returned coursework (papers, tests, assignments) in a reasonable amount of time.  
Strongly Agree Agree Neutral Disagree Strongly Disagree Does not Apply

### Availability

15. The instructor was willing to meet or answer questions outside of class, in person or online.  
Strongly Agree Agree Neutral Disagree Strongly Disagree Does not Apply
16. The instructor was able to recommend college resources, offer advice or provide mentorship outside the classroom.  
Strongly Agree Agree Neutral Disagree Strongly Disagree Does not Apply

### Overall Evaluation

17. I am satisfied with this instructor overall.  
Strongly Agree Agree Neutral Disagree Strongly Disagree Does not Apply
18. I am satisfied with the course overall.  
Strongly Agree Agree Neutral Disagree Strongly Disagree Does not Apply
19. The amount of work required in this class was reasonable.  
Strongly Agree Agree Neutral Disagree Strongly Disagree Does not Apply
20. The content of this course matched the course description and outcomes.  
Strongly Agree Agree Neutral Disagree Strongly Disagree Does not Apply

### Written Comments

21. What things about this course or instructor worked well for you or helped you learn?
22. What things about this course or instructor did not work well for you?
23. Was this class worth your time, effort, and resources you invested in it? Why or why not?
24. Would you take another class from this instructor? Why or why not.



## Appendix J: Placement/Prerequisite Verification w/Class Roster

**Instructor:** Click or tap here to enter text.    **High School:** Click or tap here to enter text.

**Date:** Click or tap here to enter text.

**College Course Title:** ENGL& 101

**Course Item Number:** 2630

**DRAFT STUDENT ROSTER:** Below is a draft roster of your students. Unfortunately, it is not a complete list. We need you to review the list, check with your students and edit, as necessary.

- **STUDENT ROSTER:** Please take the time to verify whether this list is correct or not. Let us know right away if there are corrections to make.
- **PLACEMENT/PREREQUISITE VERIFICATION:** In order to meet the college placement and prerequisite requirements, work with your registrar and counselors to ensure that students have met the placement/prerequisite requirements, using one of the methods listed on page 2.
- **PLACEMENT in College Level Courses:** To verify placement into college-level English and Math, place a **1, 2, or 3** (based on the scale below) in the English and the math column next to each student’s name.

**SCALE:**

1. **Placement Met** – student has met course placement
  2. **Instructor Permission** – teacher permission is overriding placement
  3. **Placement Not Met** – student needs to take placement test at BC or is not eligible to earn BCHS credit. If you are in doubt about your student’s ability to be successful in subsequent courses, you should mark a **3** on the grid and advise the student to take a placement test at Bellevue College.
- **COURSE PREREQUISITE:** To verify course prerequisite met, check the [list of BCHS courses](#) to see if the course you are teaching has one or more prerequisites and place a **1, 2, or 3** (based on college course requirements) in Course Prerequisite column next to each student’s name.

**SCALE:**

**N/A (does not apply)**

1. **Course Prerequisite Met** – student has mastered competencies of previously required course
2. **Instructor Permission** – teacher is overriding required course prerequisite
3. **Course Prerequisite Not Met** – student cannot register for course

Student Last Name	Student First Name	Placement* English or Math	Course Prerequisite	Permission Number (Official Use Only)
		Scale N/A, 1, 2, 3	Scale N/A, 1, 2, 3	

## Definitions & Methods

### Placement definition

After students are admitted to College, their readiness to enroll in college-level math and English courses may be determined through a placement process such as placement tests, previous academic achievement, and other measures.

### Prerequisite definition

A prerequisite is a course that is taken (often with a certain minimum grade) or a skill that must be demonstrated before a student can enroll in a more advanced course.

### Methods to satisfy requirements

The following are methods that can satisfy placement and prerequisite requirements:

- A review of previous academic achievement:
  - High school transcripts indicating success in prerequisite courses (formal placement grids are available for students in Bellevue, Snoqualmie Valley, and Lake Washington school districts, and these may now be used as samples for other districts as well)
  - Smarter Balanced Assessment results (score of 3 or 4 in relevant subject)
  - AP/IB test scores (generally 3 or better on AP; 4 or better on IB)
- Transcripts and assessment records from another high school or college
- Instructor permission
- Taking the ACCUPLACER assessment (English) or ALEKS assessment (Math) at BC. If a placement test is necessary, the high school teacher will notify the student and the BCHS office.

**The Placement/Prerequisite Form MUST be complete before entry codes can be assigned.**

**Additional Information about Bellevue College Placement Policies in Math and English:**

<https://www.bellevuecollege.edu/current-students/placement-testing-services/placement/>

**Appendix K: BCHS Corrective Action Plan****Name:****High School:****Date:****Non-compliance issue** (specific, concrete):**Required outcomes and evidence/by when** (what needs to change/improve and by when):**Probationary Status** (results in temporary suspension of participation in program): YES  NO**Teacher Signature:****Coordinator Signature:**

---

**Date followed up on:****Determination:****More time needed** (If Yes, indicate final follow up deadline): YES  NO**Final action taken:****Date:****Coordinator Signature:**

### **Important information about program non-compliance and the BCHS Corrective Action Plan:**

Noncompliance is defined as prolonged failure or refusal to act in accordance with the requirements of the CHS program and NACEP standards. If it is noted that a BCHS teacher is out of compliance with college expectations for courses offered through BCHS (such as non-participation in activities such as annual professional development or other activities required by NACEP Standards), the Faculty Coordinator will consult with the BCHS office to determine an appropriate course of action.

The BCHS teacher in question will be contacted by either the Faculty Coordinator or BCHS staff to discuss the situation and the consequences of noncompliance and spell out necessary change/improvement. Depending on severity of the issue, a verbal or email warning may be issued. In some cases, an additional classroom site visit may be required. If improvement is not forthcoming, the instructor will be contacted by either the BCHS office or the Faculty Coordinator to review program expectations and develop a formal corrective action plan. A determination will be made about suspending the teacher from participating in the program at that time.

The noncompliance issue will be simply and specifically stated on the Corrective Action Plan. A set of outcomes will be listed, along with an agreed-upon timeframe for corrections to be implemented. A copy of the plan will be issued to the teacher and their principal. When the agreed-upon deadline has been reached, a final review of the situation will be scheduled with the BC Faculty Coordinator who will decide if improvement outcomes have been met, if more time is needed, or if teacher/program will be suspended from program participation beginning in the following academic year. The BCHS teacher and their principal will be notified of the final decision.