

**MEMORANDUM OF UNDERSTANDING**  
**College in the High School Faculty**  
**Compensation**

(Effective through the life of the CBA unless  
changes to NACEP Accreditation standards  
necessitate renegotiation.)

Effective July 1, 2022 The District and the Federation agree that the following will be required in order to meet the **National Alliance of Concurrent Enrollment Partnerships Accreditation** standards:

**EvCC Instructor/Mentors will be compensated at \$35 per student per five-credit class (prorated) and fulfill the following additional responsibilities:**

- As part of the approval process for new high school teachers, provide teachers with course-specific training in course philosophy, curriculum, pedagogy, and assessment.
  - Assists the high school teacher, if needed, to develop syllabus, student learning objectives (SLOs), assessments and text list.
  - Reviews high school teacher credentials to ensure they meet EvCC minimum hiring qualifications.
  - Submits syllabus, assessment sample and Teacher Approval Form to dean with recommendation of approval or denial. Once approved/denied by the dean, submits these materials to the Director of Instruction for High School Programs. The academic dean has the final authority to approve or deny an application.
    - If a teacher is not approved for the CHS program, provide a written explanation with recommendation to the Director of College in the High School in order to provide the teacher and school leadership a formal written denial letter with explanation for denial.
- Each discipline must submit a Curriculum and Assessment Statement of Equivalency form to include:
  - A narrative describing
    - how faculty mentors review syllabi for the first time;
    - frequency of syllabi review for veteran instructors;
    - approval process for syllabi change;
    - the process and implementations used to assure learning objectives are the same in the CHS course to the equivalent on campus course;
      - how CHS students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus section
      - the process and implementation used to measure student proficiency of learning outcomes and assessment methodology
- Submit paired syllabi from on campus and CHS sections—one paired example from one course per discipline, with learning outcomes highlighted.

- Provide one paired student graded assessment from a CHS course and an on campus section (e.g. final exam, lab exercise, essay assignment and grading rubric).
- Submit a formal site visit/classroom observation form of documentation to observe course content and delivery, student discourse and rapport to ensure the courses offered through the College in the High School program are equivalent to the courses offered on campus. Additionally, provide feedback to high school teacher (the first term taught and every fourth term thereafter).
- Periodically review veteran high school teacher syllabi to assure CHS course meets EvCC course standards (learning outcomes, assessment methods, and rigor). To be performed during the same cycle as the classroom site visit: every fourth term.
- Provide a minimum of 2 hours of annual discipline-specific professional development delivered at some point in the academic year.
  - Completes Professional Development Form and submit accompanying agenda and attendance/participation report including an explanation of how professional development:
    - Is distinct from new teacher training
    - Further enhances teachers' pedagogy, breadth of knowledge in the discipline, course content and delivery knowledge, and/or addresses research and development in the field.
- Participate in program review or accreditation committees as needed.
- Reviews course survey results for each course and provides feedback to high school teacher.

**High School Teachers will receive compensation at \$43 per student per five-credit class (prorated) and fulfill the following responsibilities:**

- In conjunction with college faculty, develop syllabus including student learning objectives and college-level textbook information.
- Submit assessment sample.
- Complete Employment Application packet (online application, resume, transcripts, syllabus and assessment) and submits Director of Instruction for High School Programs
- Attend the New Teacher Orientation meeting.
- Provide program and enrollment process information to students and parents; remind students of enrollment deadlines.
- Assist students with the registration process if needed.
- Once registration is complete, review roster of enrolled students and verify roster is accurate and that students have met course prerequisite or placement using Alternative Math Placement Grid and/or Smarter Balanced Assessment Score report. The college will notify teachers via email when registration is complete and remind teachers to verify roster(s).
- Upon request, provide the college the following:

- outline, learning objectives and syllabus
- textbook and other teaching materials
- assessment criteria and tools (e.g. papers, portfolios, quizzes, exams, labs, etc.)
- evidence that course reflects the pedagogical, theoretical and philosophical orientation of EvCC academic department
- evidence that grading criteria and standards meet EvCC standards
- Coordinate with EvCC Faculty Mentor to schedule teaching observation and/or interview with college faculty or administrator upon request by EvCC.
- Provide EvCC Faculty Mentor with a copy of end of course survey summary report for each course taught.
- Record grades using the online system by the college grade submission deadline.
- Participate in program review or accreditation committees upon request.

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Dr. Darrell L. Cain, President  
Everett Community College

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Date

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Nina Benedetti, President  
AFT Everett, Local 1873

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