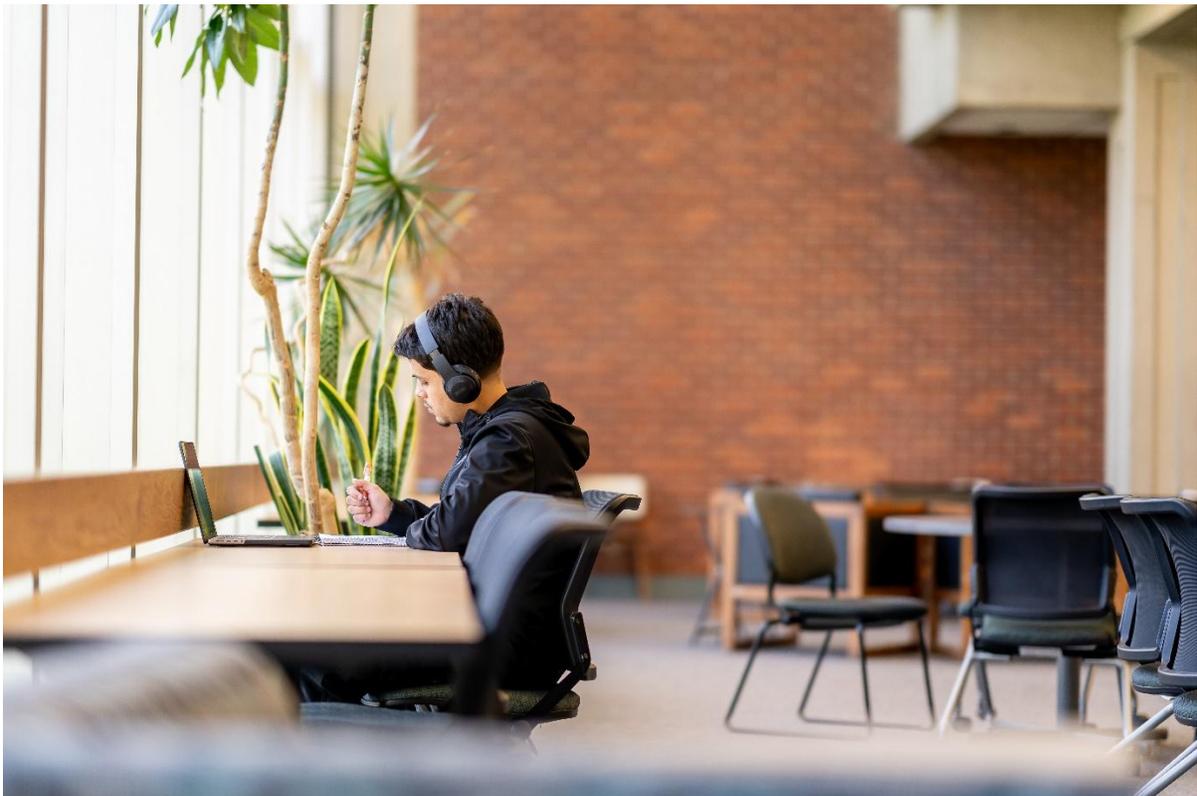




WENATCHEE VALLEY COLLEGE

College in the High School- Faculty Liaison Handbook



Two Campuses, One Mission...

Wenatchee Valley College enriches North Central Washington and delivers relevant, innovative, and experiential educational opportunities for thriving and healthy communities.

Vision

Wenatchee Valley College transforms lives, strengthens communities, fosters inclusive excellence, and is the higher education institution of choice for North Central Washington and beyond.



Welcome! Wenatchee Valley College is excited to partner with you in our College in the High School program. As a Faculty Liaison, we want you to feel connected and a part of our community.

Thank you for being a key role in helping students do better in college and graduate sooner. We hope you enjoy working with our program and partners!

This handbook will serve as a guide to help answer many questions you may have about College in the High School with WVC. If you have any additional questions or concerns, please reach out!

Sincerely,

Aracely Mendoza

Director of Concurrent Enrollment

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Wenatchee Valley College is committed to a policy of equal opportunity in employment and student enrollment. All programs are free from discrimination and harassment against any person because of race, creed, color, national or ethnic origin, sex, sexual orientation, gender identity or expression, the presence of any sensory, mental, or physical disability, or the use of a service animal by a person with a disability, age, parental status or families with children, marital status, religion, genetic information, honorably discharged veteran or military status or any other prohibited basis per RCW 49.60.030, 040 and other federal and laws and regulations, or participation in the complaint process. The following persons have been designated to handle inquiries regarding the non-discrimination policies and Title IX compliance for both the Wenatchee and Omak campuses: • To report discrimination or harassment: Title IX Coordinator, Wenatchi Hall 2322M, (509) 682-6445, title9@wvc.edu. • To request disability accommodations: Student Access Coordinator, Wenatchi Hall 2133, (509) 682- 6854, TTY/TTD: dial 711, sas@wvc.edu.



What is College in the High School?

College in the High School through Wenatchee Valley College is an opportunity for high school students to earn college credit at their high school campus. Students are taught by qualified high school instructors providing the same rigor and content as a WVC class to receive college credit.

Articulated courses must provide the same content, course materials, and outcomes as a WVC course, and be assessed regularly by you, a WVC faculty member.

Students can earn WVC credit in university transfer courses that count toward a bachelor's degree in subject areas such as literature, composition, math, science, history, and more.

Benefits to students:

- Enhances ability and skills to do college level work and gain confidence for college success.
- Saves money by receiving college credit at your high school and reducing the amount of time after high school to complete a college degree.
- WVC credits are transferable to many college/universities across the state and some out of state schools.
- Students interested in the military may earn a higher rank with earned college credits.
- Access to WVC student support services such as library, tutoring, counseling, and accommodations.

Benefits to High Schools and WVC:

- Brings WVC, high school administrators, and faculty together to develop curriculum, share instructional methods, and ideas to benefit student's experience.
- Coordinated curriculum reduces redundancy of courses and increases rigor of classes.
- Meets the goals of new achievement for students to earn college credits before graduation.
- High school graduation rates increase when students are involved in concurrent enrollment courses.

College in the High School- Washington Standards

Wenatchee Valley College-College in the High School Program adheres to **WAC 392-725-130** Student Standards, **WAC 392-725-140** Curriculum and Assessment Standards, **WAC 392-725-150** Faculty Standards, and **WAC 392-725-160** Evaluation Standards.

Student Standards indicate that WVC shall:

- Ensure registration and transcription policies and practices for students are consistent with those on campus.
- Ensure there is a process to meet the course prerequisites of the institution of higher education.
- Ensure students are advised about the benefits and implications of taking college courses, as well as the institution of higher education's policies and expectations.



- Provide students with suitable access to learning resources and student support services in conjunction with secondary partners.

Curriculum and Assessment Standards indicate that WVC shall:

- Ensure college in the high school courses are catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
- Ensure college in the high school courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective WVC discipline.
- Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the course offered through the college in the high school program are equivalent to the courses offered on campus.
- Ensuring students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

Faculty Standards indicate that WVC shall require that:

- Instructors providing the college in the high school instruction in the high school classroom are approved by the appropriate college/university academic leadership and meet the minimum qualifications for instructors teaching the course on the college campus.
- Faculty liaisons at the institution of higher education provide all new instructors with specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
- Instructors who participate in college/university are provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
- Instructors are informed of and adhere to program policies and procedures.
- Any compensation paid to the instructor by the institution of higher education must be for work performed beyond their contract with the district, charter school, or tribal compact school.

Additionally, Evaluation Standards indicate that WVC shall:

- Conduct an end-of-term student course evaluation for each college in the high school course section offered through the institution of higher education to provide instructors with student feedback.
- Conduct and report regular and ongoing evaluations of the college in the high school program effectiveness and use the results for continuous improvement.

Expectations

Faculty Liaison Expectations:

- Discipline-specific training regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, and administrative responsibilities prior to teaching the course.
- Annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field.
- Site visits (minimum of 1 per term for each course being taught), to ensure courses offered on high school campus are the same as courses offered on WVC campus.



- Alignment of curriculum, syllabi, grading standard, assessment methods such that side by side comparison can be made between CHS course and WVC course.
- Ongoing assistance to CHS instructors as needed.
- Provide updates related to CHS courses being taught if/when new developments take place in corresponding division/department on campus.
- All documentation required by WAC regulations and NACEP submitted to the CHS Director in a timely manner.
- \$600 compensation for time spent on professional development, course outlining, and norming, etc., per course.

Instructor Expectations:

- Once approved:
 - Attend discipline-specific training with faculty liaison prior to teaching.
 - Frequent communication with faculty liaison and participation in all professional development, discipline-specific training, and norming sessions.
 - Provide syllabi, course outlines, assessment instruments (if requested) to faculty liaison for review for each term/course taught as part of CHS.
 - Provide opportunity for site visits from faculty liaison once per term for each CHS course being taught.
 - Assist CHS Director with student course evaluations at the conclusion of each semester.
 - \$500 compensation for time spent in professional development, course outlining, and norming, etc., per academic school year.
 - Deliver course in accordance with CHS expectations, course objectives, curriculum, pedagogy, theoretical framework, and grading standards outlined by the faculty liaison.
 - Allow WVC faculty liaisons and staff access to CHS classroom for the purpose of site visits and registration assistance.
 - Meet with the designated WVC faculty liaison and provide course information including but not limited to:
 - Outline, learning objectives and syllabus (approved by faculty liaison)
 - Textbook and other teaching materials (approved by faculty liaison)
 - Assessment criteria and tools (e.g., papers, portfolios, quizzes, exams, labs, etc.)
 - Evidence of academic rigor and content at college level throughout the course
 - Evidence that course reflects the pedagogical, theoretical, and philosophical orientation of WVC academic department
 - Grading criteria and standards
 - Required to meet with the designated WVC liaisons annually to review the course curriculum including but not limited to the list identified above.
 - Notify the WVC CHS Director and faculty liaison should teacher resign or otherwise vacate the position; any new high school teacher is the subject to the same approval process.
 - Notify the CHS Director the teacher should have an absence lasting more than 5 days. Notify the CHS Director should an emergency necessitates a change in course schedule or teacher.
 - Communicate the program information, registration process and deadlines to the students and parents.
 - Attend one initial training meeting at WVC and subsequent professional development annually.
 - Follow established procedures and meet deadlines set by WVC for CHS.



- Administer end-of-course surveys to all CHS students at the conclusion of the course each term.
- Submit grades for participating students in accordance with WVC policy.
- Conduct self in CHS classes according to WVC Board of Trustees' policies governing behavior, ethics, and professional standards.
- Assure compliance with federal and state laws concerning reasonable accommodation for students with disabilities, the development of the individualized educational program, and student safety.

Non-Compliance Policy

Participation in a concurrent enrollment program by a high school teacher shall require compliance with all expectations for communicating with the college faculty member and participation in any required orientation and professional development activities. In the case that a concurrent enrollment instructor is found to be in noncompliance with expectations:

- The Faculty Liaison or appropriate Dean will outline concerns with the instructor and set a reasonable time for the instructor to address concerns and come into compliance.
- If concerns are not corrected within the outlined timeframe, the program director will contact the appropriate high school administrator to discuss the specific steps needed for compliance.
- If non-compliance continues, the concurrent enrollment instructor and administrator will receive a formal letter from the institution stating the date by which compliance must be met, and the consequence for continued non-compliance, which shall be cancellation of the concurrent enrollment agreement for the course.
- A non-compliant CHS instructor can apply for re-instatement after one year has expired. The instructor must arrange a meeting with the Director of Concurrent Enrollment, Academic Dean, and Faculty Liaison. The instructor must furnish evidence that the addressed deficiencies have been remedied. A syllabus must be presented that meets all requirements of the department. The instructor will be required to complete new instructor orientation and training prior to teaching the CHS course. The CHS mentor will have a minimum of three site visits during the first semester to ensure that all requirements of reinstatement are met.
- CHS instructors missing annual discipline-specific training without making other arrangements to receive training from faculty liaison will be subject to dismissal from their CHS teaching appointment.
- Failure to adhere to WVC College in the High School expectations may result in disciplinary action up to removal from teaching appointment.

College in the High School Director Expectations:

- Collaborating with High School administrators and Vice President of Financial Services to clearly outline partnership in a Memorandum of Understanding.
- Facilitate completion and submission of registration paperwork for students to be enrolled in courses on high school campus.
- Provide students with comprehensive publication of rights and responsibilities (student handbook).
- Conduct surveys of participating HS instructors, principals, and guidance counselors every three years.
- Analyze and implement program improvement initiatives based on survey data collected.
- Monitor programs at high schools, assess student/teacher needs and work to accommodate when possible.
- Extract and analyze enrollment data regarding matriculation, and enrollment trends impactful for course of program and college.



Role and Responsibilities

Initial Training for New Instructors

When a new high school instructor is added to the program, initial training must take place in two parts:

- First, the director and instructor will meet to go over the program overview. The program overview contains expectations, program registration, evaluation, FERPA, student's rights and responsibilities, and a quick glimpse of the Liaison/Instructor partnership.
- Next the instructor will meet with the faculty liaison. Faculty Liaisons are responsible for going over:
 - Course Outcomes
 - Course Curriculum
 - share and review the course syllabus
 - discuss student learning outcomes and how they are measured
 - explain key or required assignments as well as the grading scale
 - provide the instructor with discipline-specific resources and support for instruction
 - discuss whether the course is part of the general education curriculum, and if so, which course objectives align to the partner institution's general education requirements
 - review any pertinent discipline-specific readings or texts that a instructor should use to inform course instruction.
 - Course/Department Philosophy
 - the disciplinary philosophies and theories that ground the course and its approach to disciplinary ways of knowing
 - the “what” of the content as well as the “why” of the course (why the course is taught the way it is on campus; this includes the pedagogical approach)
 - how the course and curriculum are conceptually situated within the discipline or field
 - Course/Department Pedagogy
 - delve into the teaching strategies used to support and encourage student learning in the course—including why these instructional strategies are relevant/appropriate for learning the specific concepts
 - provide opportunities for instructors to observe a class taught by a WVC Faculty member (either live or recorded) to analyze the pedagogical approach expected for the course.
 - Book requirements (if applicable)
 - Recommendations for Assignments/Assessments
 - explain how the assessments demonstrate student achievement of the course learning outcomes



- review the criteria and standards for student work on those assessments (including any rubrics that should be used)
 - calibrate grading and feedback by providing sample student work from actual college classes.
- Grading Scale/System
- Professional Development

If you decide to meet virtually, we recommend recording the meeting and/or transcriptions for record of meeting minutes.

All classes for WVC College in the High School must be taught by instructors who meet the minimum qualifications required for each subject area. WVC adheres to instructor qualifications outlined in **WAC 131-16-080** and **131-16-091**. Below are general guidelines of what expectations a high school instructor must meet based on the type of class offered:

Biology (NS)

Master's degree in biology or master's degree in education, emphasizing (15 quarterly or 18 semester graduate credits in subject area.

English

Master's degree in English or master's degree in education, emphasizing (15 quarterly or 18 semester) graduate credits in subject area.

Spanish

Master's degree in Spanish, or master's degree in education, emphasizing (15 quarterly or 18 semester) graduate credits in subject area.

Native American Languages

Certificate from OSPI for First Peoples Language and a Language Certification from The Colville Tribes.

History

Master's degree in history or master's degree in education, emphasizing (15 quarterly or 18 semester) graduate credits in subject area.

Humanities

Master's degree in humanities or master's degree in education, emphasizing (15 quarterly or 18 semester) graduate credits in subject area.

Mathematics

Master's degree in mathematics or master's degree in education, emphasizing (15 quarterly or 18 semester) graduate credits in subject area.

Music

Master's degree in music or master's degree in education, emphasizing (15 quarterly or 18 semester) graduate credits in subject area.



Physical Education

Master's degree in physical education or master's degree in education, emphasizing (15 quarterly or 18 semester) graduate credits in subject area.

Political Science

Master's degree in political science, or a master's degree in U.S. History, or a master's degree in education, emphasizing (15 quarterly or 18 semester) graduate credits in subject area.

Psychology

Master's degree in psychology or master's degree in education, emphasizing (15 quarterly or 18 semester) graduate credits in subject area.

College in the High School instructor application procedure

- If the instructor feels they meet the academic criteria and would like to pursue an appointment as a CHS instructor, they need to submit the following to the CHS Director:
 - Transcripts of undergraduate and graduate coursework
 - Proposed course outline/syllabus for class they hope to offer
- CHS Director will meet with faculty liaisons in appropriate departments and the Dean to review application materials, transcripts, and course outline. CHS program will adhere to WAC regarding qualifications for community and technical college personnel. The review and approval process takes about 2 weeks once a complete application has been submitted.
- Prospective instructors will be notified by the CHS Director of the status of their application.
 - If approved, an email from the CHS Director is sent to the instructor. A copy will also be sent to the principal and the assigned faculty liaison. The Director of Concurrent Enrollment will then set up a meeting with the instructor to go over their first part of initial training. The director will help facilitate a meeting between the instructor and liaison to schedule the second part of initial training and professional development before the start of the academic year.
 - If denied, an email from the CHS Director is sent to the instructor. Information will be provided regarding the reason the course was not approved and any measures they may take to meet requirements for future appointments in the CHS program at WVC. Prospective instructors may reapply later if they have taken measures to obtain necessary credentials.

Course Approval/Syllabus Requirements

WVC College in the High School Classes are required to provide a syllabus to their students and have one on file with the WVC faculty liaison before the course is taught. The syllabus template includes, but is not limited to detailing sections:

- High school name, instructor name, location, phone number, and email address
- Course title, course number, course description
- Required textbooks, course learning outcomes, course grading
- Listing of required assignments with point value, attendance and late work policies, academic dishonest and plagiarism code



- Detailed schedule of assignments with noted units, readings, assessments and corresponding due dates included

'To Do' List for Courses

Before the course starts:

- Initial Training (only new instructors)
 - Initial training is first done by the Director of Concurrent Enrollment. During this initial training, they will cover expectations of the program, the non-compliance policy, registration, evaluation, FERPA, and Students Rights and Responsibilities. They will also go over a brief overview of the Instructor/Liaison partnership.
 - As a Faculty Liaison, you will then cover discipline specific areas such as course outcomes/curriculum, philosophy, pedagogy, syllabus requirements, book requirements (if any) assignments and assessments, and grading. You will also need to cover professional development.
- Professional Development
 - Each academic year the liaison will provide a professional development meeting or event. This is the opportunity to be updated on any changes within the department of the discipline and learn new research or information to further your knowledge in the discipline. If you are aware of new research or an event that offers knowledge as such, you can discuss this with your liaison as being professional development.
 - **Requirements: An agenda and notes on professional development must be submitted to College in the High School Director**
- Course Syllabus
 - While the structure of the syllabus can vary, the contents that are marked as required need to be included. You will need to give your approval as liaison.
 - **Utilize a template to help build the syllabus. An updated syllabus must be submitted each time the course is taught.**

During the semester/quarter:

- Paired Assessment
 - You and your instructor will need to provide a paired assessment tool (one from the college and the other from the high school) to the CHS Director. This is to ensure that CHS students' proficiency of learning outcomes is measured using comparable grading standard and assessment methods to on campus sections (such as final exam, labs exercise, essay assignment, or grading rubric).
- Site Visit
 - You and your instructor will agree on a date for observation for you to come in and observe. The site visit must be on a lecture day. Students should not be taking a test, reading silently, or watching a video. The liaison will complete the Site Visit form as they observe. **At the end of the observation, you and the instructor will sit down and go over the completed Site Visit Form.** The Site Visit Form must have the CHS instructor signature and be submitted to the Director of Concurrent Enrollment.
- Course Evaluations



- Just as on campus, concurrent enrollment students can give feedback on various aspects of the course. The results of the evaluations will be shared with you and your instructor once all data has been collected.

Grading Scale at Wenatchee Valley College

Outstanding Achievement	High Achievement	Average Achievement	Minimum Achievement	Unsatisfactory Achievement
A: 4.0/credit hour	B+: 3.3/credit hour	C+: 2.3/credit hour	D+: 1.3/credit hour	F: 0.0/credit hour
A-: 3.7/credit hour	B: 3.0/credit hour	C: 2.0/credit hour	D: 1.0/credit hour	
	B-: 2.7/credit hour	C-: 1.7/credit hour		

Grades not included in GPA calculations:

I (Incomplete): Indicates that a student has been granted extra time to complete the required course work. Terms of completion are specified in the contract signed by instructor and student

N (Audit): Course not taken for credit, College in the High School students **cannot** audit a course

P (Passing): A grade of 'C' or higher earns a pass

W (Withdrawal): Indicates that you have dropped a class. The last day to withdraw is specified on the academic calendar

Y (ongoing): Student is enrolled in an ongoing class and may be used where the pace is dependent on the student.

Code of Student Conduct 1400.100

Wenatchee Valley College exists for the development of students and to provide a variety of educational opportunities, and the opportunity to examine cultural, social, and recreational aspects of society. Wenatchee Valley College must maintain conditions conducive to the effective performance of its functions. Consequently, Wenatchee Valley College has certain expectations regarding the conduct of students. Student conduct that detracts from, or interferes with, the accomplishment of college purposes is not acceptable.

Admission to Wenatchee Valley College carries with it rights and freedoms and the presumption that students will conduct themselves as responsible members of the college community. This includes an expectation that students will obey the law, will comply with rules, regulations, policies and procedures of the college, will maintain a high standard of integrity and honesty, and will respect the rights, privileges and property of other members of the college community. Wenatchee Valley College expects an environment of integrity, respect, collaboration, cooperation, diversity, equity, inclusion and innovation that fosters personal growth, academic excellence and accountability. The rules governing student conduct and disciplinary action are set forth in the code of student conduct procedure.



1400.125 Academic Dishonesty

Any student who engages in any form of academic dishonesty may be subject to discipline. Common instances of academic dishonesty include (but are not limited to): cheating, fabrication, plagiarism, facilitating, aiding or abetting others in academic dishonesty, collusion, or resubmitting work previously submitted for another course without instructor permission. Academic dishonesty may be subject to both academic sanctions and/or code of conduct sanctions.

Students are expected to maintain high standards of academic honesty and integrity in accordance with the code of student conduct.

Plagiarism is defined as submitting to a faculty member any work product which the student fraudulently represents to the faculty member as the student's own work, for the purpose of fulfilling or partially fulfilling any assignment or task required by the faculty member as a part of the student's program of instruction. Students are expected to know and comply with accepted classroom procedures and academic standards as set forth by the college faculty.

STUDENT SANCTIONS

A student may be subject to academic sanctions as well as disciplinary action for acts of academic dishonesty, for failure to meet the accepted academic standards of the college or if they are found in violation of the code of conduct. Disciplinary action can result in disciplinary sanctions up to and including dismissal from the college. The following academic sanctions may be imposed:

1. The instructor may assign to the student a failing grade for an individual project/test/paper, etc.
2. The instructor may assign to the student a failing grade for a course.
3. A department may recommend that a student be dismissed from a WVC program. Any student who engages in any form of academic dishonesty shall be subject to discipline.

Instructors and students are responsible for maintaining academic standards and integrity in class. Academic consequences for academic dishonesty may be imposed by the course instructor. Such consequences may include but cannot exceed a grade of "F" in the course.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended is a federal law regarding the privacy of student records and the obligations of the institution, primarily in the areas of release of the records and the access provided to these records. Any educational institution that receives funds under any program administered by the U.S. Secretary of Education is bound by FERPA requirements. Institutions that fail to comply may have funds administered by the Secretary of Education withheld.

FERPA affords students certain rights with respect to their education records. They are as follows:

1. The right to inspect and review your record within 45 days of the date that your request for access is received.
 - a. Submit your written request (by filling out the Review Records Request Form) to the Registrar, identifying the record(s) you wish to inspect. The registrar will make arrangements for access and notify you of the time and place where the record may be inspected. If the registrar does not maintain the record you wish to inspect or review, you will be advised of the correct official to whom the request should be addressed.



- b. Financial holds
 - i. Students have the right to inspect the contents of their student folder, regardless of their financial status with the institution. However, an institution is NOT REQUIRED to release an official transcript if the student has a past due account.
- 2. The right to request an amendment of your educational record if you believe it is inaccurate or misleading.
 - a. You may ask WVC to amend a record that you believe is inaccurate or misleading. Write to the Registrar, (by filling out the Request to Amend Records Form) clearly identifying the part of the record to change and specifying why it is inaccurate or misleading.
 - b. If WVC decides not to amend the record as requested, you will be notified of the decision in writing and advised of your right to a hearing to consider the request for amendment.
 - i. Additional information regarding the hearing procedure will be provided to you when notified of the right to a hearing.
- 3. The right to consent to disclosure of personally identifiable information contained in your education record, except to the extent that FERPA authorizes disclosure without consent.
 - a. This refers to the student's right to allow others access to all or part of their educational record that would normally not be allowed under FERPA. You can specify who is to receive the information and what portions of your educational record WVC is authorized to release. This authorization will remain in effect until the student notifies the office of admissions and registration. For more information see the Permission to Release Educational Records Form.
- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failure by Wenatchee Valley College to comply with the requirements of FERPA.
 - a. The name and address of the office that administers FERPA (Phone: 202.260.3887) is as follows:
 - i. Family Policy Compliance Office U.S. Department of Education 400 Maryland Ave. SW Washington, D.C. 20202-4605
 - ii. The Family Compliance Office will investigate each timely complaint. A timely complaint is defined as an allegation this is submitted within 180 days of the date of the alleged violation or of the date that the complainant knew or reasonably should have known of the alleged violation.

American with Disabilities Act (ADA)

Academic accommodations are coordinated through Student Access Services (SAS), who work with qualified students with disabilities in a confidential, respectful, and safe environment to identify and develop reasonable classroom accommodations; to ensure equal opportunity and access of academic and professional goals; and to promote an accessible community where students with disabilities have equal opportunity to participate in college programs and activities. The accommodation authorized on your forms should be discussed with your faculty. All discussions will remain confidential. Accommodation is not provided retroactively, so it is essential to discuss your needs at the beginning of the quarter. SAS supports all WVC students registered with our office including students at our Wenatchee campus, Omak campus, and students attending online.

Disabilities are varied. Students may have conditions that are continuous, episodic, or temporary.



Some disabilities include, but are not limited to, learning disabilities, ADHD, autism spectrum disorder, mental health disabilities, blind/low vision, deaf/hard of hearing, speech/language disabilities, physical and mobility disabilities, medical conditions, and brain injury.

It's important to know accommodation **cannot be applied retroactively**. Plan ahead and connect with SAS early to establish accommodation before you need them!

Liaison Calendar

Fall Semester 2025

September: Classes begin at high school

September 30th: Paired Syllabi Due

October 31st: Paired Assessment Due

November 30th : Site Visit Due

December 30th: All materials must be submitted to receive compensation for first semester courses

Winter Semester 2026

January- Classes begin at high school

January 30th: Paired Syllabi Due

February 27th : Paired Assessment Due

March 31st: Site Visit Due

April 30th: Professional Development Due

May 29th: Initial Training for New Instructors Due

June 5th: Materials for accreditation submission due

June 26th: All materials must be submitted to receive compensation for second semester courses

