



**Dual Enrollment Cuesta Instructor-Led Partnership Agreement Form**

**Cuesta College Course:**

**High School Course:**

**High School:**

**Cuesta College Term/Year:**

**High School Term/Year:**

**Projected Enrollment:**

**Projected # of Sections:**

**Cuesta College Instructor:**

**High School Teacher:**

**Textbook/Required Instructional Materials (if available):**

**STRUCTURAL COMPONENTS OF THE COURSE:**

Cuesta Instructor Initials	HS Teacher Initials	Expectations
		Agree that the delivery of the college course represents the simultaneous delivery of the high school course and that all content, assignments, assessments, and grades (when applicable) apply to both courses (High School course grade and college course grade may differ).
		Agree that the high school teacher approved for dual enrollment for the course will have access to all content, assignments, and assessments (including graded assignments and assessments) and grades.
		Cuesta College Instructor will add high school teacher in the course Canvas Shell in the role of a "Teacher".
		Discuss how students who drop, or non-dual enrollment students enrolled in the high school course, can access course materials (such as being set up as an 'Observer' in the Canvas shell)
		Agree that Cuesta College Canvas course materials may only be utilized outside of the Cuesta College dual enrollment course with prior Cuesta instructor permission to use and/or duplicate and/or revise any specific activities, assessments, discussions, handouts, or video lectures. Discuss any relevant specifics pertinent to your course.
		Review the college Course Outline of Record (COR), syllabus sample, and course content/curriculum (e.g. course shell in Canvas).
		Identify any materials that could be sensitive for the high school context and discuss how these would be covered in the course.
		Consider the grade level of the students; students' grade level has been deemed appropriate for the college course. Review <a href="#">Age Restriction Course List</a> , when applicable.
		Discuss any prerequisites (computer-enforced or non-computer enforced) and course requirements listed on the syllabus.
		Discuss the pace of the college course to determine if it is appropriate for the high school course, or if adjustments could be made that would better support student success.
		Discuss the start and end dates of the college course; including any holidays, flex days, assembly days, etc. that may impact student contact or assignment due dates.
		Minimum and maximum enrollments will be adhered to (as set by the Course Outline of Record (COR) and Cuesta College Faculty and Division Chair).
		Identify textbook and any required instructional materials for the course; communicate with Associate Director of Dual Enrollment what the textbooks and required materials are for the course.

**OPERATIONAL COMPONENTS OF THE COURSE:**

<b>Cuesta Instructor Initials</b>	<b>HS Teacher Initials</b>	<b>Expectations</b>
		Collaborate with the Dual Enrollment Office and Enrollment Services on the successful and timely registration of students in the course.
		Clarify the manner and timeline of distributing any course materials (electronically, hard copy, or otherwise) and/or how students will participate in planned activities..
		Establish the role of high school teacher as a collaborative partner with the Cuesta instructor for conveying the course content during the high school class period.
		Determine the role of high school teacher in moderating the implementation of the college course (as dual enrollment), including addressing student issues and challenges, and communicating with the Cuesta instructor.
		Address any request for accommodations based on a student's IEP or 504 Plan; the high school teacher must communicate accommodation to Cuesta College instructor.
		Communicate important course dates to students including deadlines to: Drop w/o a W, Drop w/ a W, last day to enroll.
		<p>Communicate any dates that could impact the flow/schedule of the course on the high school or Cuesta College side (such as Cuesta College Flex Days, or high school standardized testing, high school activities, assemblies, etc.).</p> <p>Recommendation: Cuesta College instructor, with high school teacher's input, will develop a comprehensive course calendar with topics, assignments, assessments and, if applicable, any planned in-person visits by the Cuesta Instructor (guest lectures, presentations, labs, etc).</p>
		Communicate issues regarding student absences, emergencies, and other concerns (changes in class schedule, etc.).
		Track and provide feedback to students regarding performance on coursework or in the course in general.
		Establish protocols for administering quizzes and exams as well as any expectations of group work.
		Establish protocol for make-up work policies and conditions by which make-ups will be provided.

Cuesta Instructor Initials	HS Teacher Initials	Expectations
		<p>Establish that Canvas Announcements, Canvas Inbox, and grading comments (including Canvas grading comments) are the primary forms of communication for student - instructor communications. Students are expected to check Announcements, Inbox, and grading comments regularly and should be prompted by the high school teacher to do so.</p> <p>Recommendation: Cuesta College instructor cc's (carbon copies) the high school instructor when communicating with students through Canvas Inbox.</p>
		Familiarize self with Cuesta College policies and practices related to ensuring Academic Honesty, grading, and grades.
		Address significant discrepancies in grades between the college and high school class.
		<p>Clarify communications with people other than student and district staff regarding FERPA (Family Educational Rights and Privacy Act).</p> <p><i>(Regulations preclude Cuesta instructor or staff communicating about a student in a class with anyone other than the student, including a parent or guardian unless student has provided permission by submitting a FERPA Release Form)</i></p>
		Discuss and address any technology requirements of the course (access to Zoom, access to Canvas, particular websites, and instructional materials, etc.).

**All issues regarding the implementation of this course should be directed to site Dual Enrollment Coordinator (High School Teacher) and Associate Director of Dual Enrollment, Kristina Vastine.**

**All issues regarding Enrollment/Registration should be directed to Enrollment Services and Associate Director of Dual Enrollment, Kristina Vastine.**

**Appendix A may be added for additional conditions from the Cuesta College Instructor and/or Cuesta College department regarding their course delivery.**

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**High School Teacher Signature**

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**Cuesta College Faculty Signature**

**Appendix A: Cuesta College Instructor and/or Department Additional Conditions**