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TITLE: College in the High School (CiHS)  
NUMBER: 746  
AUTHORIZED BY THE PRESIDENT: June 7, 2016, March 12, 2024

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Purpose: To serve the needs of Whatcom County high school students and to address the State dual-enrollment expectations through a Whatcom Community College (WCC) College in the High School (CiHS) program.

Procedures set forth related to the CiHS program shall be mutually agreed upon as stated in the negotiated faculty contract under Article V.

## I. Administration and Coordination of CiHS Program

- A. The CiHS program is conducted in accordance with accreditation standards established by the National Alliance of Concurrent Enrollment Partnership (NACEP) and the Washington State College in the High School Rules under WAC 392-725-015.
- B. WCC Vice President of Instruction, Director of K-12 Partnerships, and CiHS faculty coordinator will facilitate the completion of an annual local agreement between school districts and WCC in compliance with RCW 28B.600.290 and Washington Administrative Code (WAC 392-725-050) rules adopted by the Office of the Superintendent of Public Instruction (OSPI) to be signed by the President and school district officials.
- C. CiHS program policies and procedures to be communicated to the high school partners include the following:
  1. CiHS students shall follow the same application, placement, registration, and transcription processes as other WCC students.
  2. CiHS students are advised of the college's policies and expectations as well as the implications and benefits of taking college courses, including access to campus learning resources and student support services.
  3. A preference for semester-long classes with only students enrolled in the CiHS course shall be communicated to high school partners, with all students in the high school class taught the CiHS curriculum.
  4. In limited situations, year-long classes and/or co-delivery (of Advanced Placement, International Baccalaureate, Cambridge International or CTE Dual Credit) may be approved by discipline faculty and their discipline lead, in consultation with the CiHS faculty coordinator.
- D. WCC faculty liaisons shall be selected by discipline faculty.
- E. Discipline faculty are responsible for determining the qualifications of instructors teaching college courses, including CiHS teachers. Each teacher application for CiHS is evaluated by faculty in the academic department sponsoring the CiHS course, and all approval decisions are made by faculty. Teacher qualifications are posted on the CiHS program's website.
- F. A faculty coordinator will oversee the management of the CiHS program, including the duties outlined within the Faculty Coordinator Duties and Responsibilities.

## II. Discipline Standards: course offerings, course content and teacher selection

- A. CiHS courses shall maintain the curriculum and assessment standards reflective of the WCC courses per WAC 392-725-140.

1. Each winter discipline faculty will identify courses within the catalog that can be delivered on high school campuses in the following year as well as the total number of sections that can be effectively supported.
  2. CiHS courses must align with WCC course philosophy, curriculum, pedagogy, and assessment standards.
  3. Prior to the start of instruction, department/discipline faculty will provide high school partners sufficient materials to convey these standards including a syllabus with required outcomes and core learning abilities, required or recommended textbook, and other essential teaching materials including sample assignments and assessments.
  4. All textbooks, lab supplies, and other expenses necessary to offer the course will be paid for by the high school partner.
  5. Approved high school teachers will provide their proposed curriculum plan for review and approval by the faculty liaison.
- B. Each winter the CiHS faculty coordinator will contact area high schools announcing the application process for teachers interested in teaching a CiHS course at their high school. Within the application, high school teachers will indicate the course(s) and quarters/semesters they would like to teach a CiHS course during the next academic year.
1. WCC discipline faculty will review applications spring quarter each year and identify qualified instructors to teach in the high schools. Summer applications may be considered on a case-by-case basis.
    - a. Decisions to accept or decline applicants will follow the same process as adjunct hiring.
    - b. The CiHS program coordinator will contact the applicants notifying them of the college's decision (i.e., courses and quarter/semester to be offered) by May 1. A master list of approved course offerings and instructors for the next academic year will be created and shared with WCC faculty by May 15. A faculty kick-off (annual orientation) will be provided in late May or early June.
  2. If a high school would like to offer a CiHS course but does not have a qualified teacher, a current WCC faculty member may teach the course if mutually agreed upon between WCC and high school administration.
- C. Discipline faculty will determine what student achievement evidence and assessment methods they will request to review each year. Faculty liaisons will share this information with the CiHS teachers, collect the evidence of student achievement and assessment methods, and create a brief report of findings that will be provided to the faculty coordinator to use for accreditation or state reporting purposes.

### III. Discipline Faculty Liaison: Responsibilities and Compensation

- A. Compensation: \$750 for the first instance as a faculty liaison for a course with a specific high school teacher and \$500 for subsequent combinations of the same high school teacher, WCC course, and WCC faculty liaison, plus mileage reimbursement for annual site visit (as set out in Travel Procedure 748).
- B. Assist with review of high school teacher applications.
- C. Assist in determining "evidence of achievement" for College in the High School courses.
- D. Collect, evaluate, and document evidence of achievement and assessment for academic equivalency according to accreditation and/or WCC standards.
- E. Provide new high school teachers with the course syllabi, including WCC course information, core learning abilities, course outcomes, learning objectives, required/recommended texts, and list of materials.

- F. Conduct course specific initial training in course philosophy, curriculum, pedagogy, and assessment, including providing sample assignments and assessments prior to high school instructors teaching the course.
- G. Facilitate annual training/professional development for high school teachers as part of annual orientation.
- H. Formal site visit and feedback: reasonable ongoing collegial support and feedback to high school teachers while a course is in progress. At a minimum this will consist of one mid-semester or two annual check-in(s) and one formal site visit.

#### IV. High School Teachers: Responsibilities and Compensation

- A. WCC will negotiate agreements with each high school per current state legislation and SBCTC requirements.
- B. Meet with WCC discipline liaison to discuss discipline-specific standards, curriculum, and any questions with respect to their curriculum plan.
- C. Align CiHS course content with WCC course philosophy, curriculum, pedagogy, and assessment standards.
- D. Collaborate with WCC in adhering to NACEP accreditation standards, including the following:
  - 1. Participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline" (NACEP Faculty Standard F3).
  - 2. Produce evidence that "the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college discipline" (NACEP Curriculum Standard C2).
  - 3. Produce evidence that "students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections" (NACEP Assessment Standard A1).
- E. Working with the WCC faculty liaison and faculty coordinator, provide documentation required by NACEP and state reporting processes.

#### Sources:

[WA State Legislature CiHS Rules](#)

[WA State Legislature College in the High School Program](#)

[OSPI/SBCTC FAQ's 56-58 \(pp. 18-20\), 88 \(p. 27\)](#)

[NACEP Summary](#)

[NACEP Accreditation Guide](#)